FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: THE QUEST CENTER

District Name: Broward

Principal: Leo Nesmith

SAC Chair: Michelle Laurent

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Leo Nesmith	B.A. Special Education M.S. Special Education K-12 Educational Leadership Certification Specialist in School Leaders K-12 Currently enrolled in Educational Leadership Doctoral Program at Florida Atlantic University	4	10	Beginning 7th year as Principal, 3 years at Lauderhill Middle and beginning 4th year at The Quest Center. The Quest Center received an IMPROVING rating in reading (48), math (46), and overall based on results of the 2012 Florida Alternative Assessment.
		B.A. in Special Education M.A. in Educational			

Assis Principal	Valerie Scott	Leadership K-12 Specialist in Leadership K-12 Curriculum and Instruction Currently enrolled in Doctoral Program for Exceptional Student Education at Barry University	2	8	Served six years in the position of Assistant Principal at the district level. Presently, beginning second year as Assistant Principal at school level. The Quest Center received an IMPROVING rating in reading (48), math (46), and overall based on results of the 2012 Florida Alternative Assessment.

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)
ESE	Debra Kalitan (Autism Coach)	B.A. in Special Education for Developmentally Handicapped M.A. in Special Education specializing in SLD Certifications: VE, EH, SLD, & ESOL endorsed	25	10	The Quest Center received an IMPROVING rating in reading (48), math (46), and overall based on results of the 2012 Florida Alternative Assessment.
ESE	Michelle Laurent (Behavioral Specialist)	B.A in Mental Retardation Education M.A. in Special Education with Reading Endorsement Currently enrolled in Specialist Program for Educational Leadership	3	3	The Quest Center received an IMPROVING rating in reading (48), math (46), and overall based on results of the 2012 Florida Alternative Assessment.

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	Professional Learning Communities - Teachers receive consultation through instructional coaching in scheduling, teaching skills relevant to independent functioning and problem solving.	Leadership Team	June 2013	
2	Teacher Mentoring Program - Teachers receive in- class support and consultation through instructional coaching and the NESS process.	Leadership Team	Continuous Process	
3	Press Release/Grants/Awards/Recognition – Teachers will be acknowledged through various school wide recognition initiatives.	Leadership Team	Continuous Process	
4	IEP Development - Teachers receive support and consultation in IEP development and data collection as well as the implementation of benchmark assessments through instructional coaching.	ESE Specialist / Leadership Team	Continuous Process	
5	Marzano Framework – Teachers will receive feedback and support to encourage continuous growth and improvement.	Administration	Continuous Process	
6	Behavior Support - Teachers receive in-class support for intensive behavior concerns through research based strategies and collaboration.	Behavior Support Team	Continuous Process	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
31	9.7%(3)	6.5%(2)	29.0%(9)	54.8%(17)	51.6%(16)	100.0%(31)	3.2%(1)	9.7%(3)	35.5%(11)

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
Michelle Laurent	Deanna Nieves	New Teacher	Classroom Management Curriculum Planning Data Collection Data Chats Best Practices
Marlene Louis	Ellen Kay	Limited experience/skills in grade level and student population	Classroom Management Curriculum Planning Data Collection Data Chats Best Practices
Nancy Tomlian	Kristen Max	New Teacher	Classroom Management Curriculum Planning Data Collection Data Chats Best Practices
Pattie Mckenzie	Tina Toller	New Teacher	Classroom Management Curriculum Planning Data Collection Data Chats Best Practices
Debra Kalitan	Carla Todd	New to the school	Classroom Management Curriculum Planning Data Collection Data Chats Best Practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

1

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal – Leo Nesmith, Assistant Principal – Valerie Scott, ESE Specialists – John Vezza & Kia Shinhoster, Autism Coach – Debra Kalitan, Teacher of Behavior Support – Michelle Laurent, Speech Therapists, Occupational & Physical Therapists and Team Leaders.

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?

Biweekly meetings are held to discuss district concerns, students' needs, and school-based issues. Universal data monitoring for teachers, school-wide issues, crisis management, and Positive Behavior Support are topics of discussion. Team members discuss student progress based on data collected from Unique Curriculum and progress monitoring of Individual Education Plan (IEP) goals and Positive Behavior Intervention Plans (PBIPS). Strategies are discussed to more effectively meet the

needs of students. The information and strategies are disseminated to the School Advisory Committee (SAC) for monitoring and alignment of school goals. Benchmark Assessments and FAA results are managed through the Filemaker Pro Management System. Teachers and classroom support staff, collect Tier I data on effectiveness of interventions (instruction) for each student within each classroom. Data chats are utilized in Tier II to collaborate and address on going behavior and academic concerns of identified students and to make decisions to increase classroom support. In Tier III, students' individualized Positive Behavior Intervention Plans, academic and (IEP) concerns are addressed through corrective action by way of interim IEP meetings to address specific student needs and to provide additional supports to students and teachers. Data is closely monitored at each Tier to assess students and their success. Team members also collaborate and analyze composite data sets for individual students that demonstrate potential and readiness for change of placement back into the least restrictive environment. Students eligible for re-integration to a least restrictive environment will participate in a level system targeting prerequisites for success. In regards to training, requests will be made to District Personnel to conduct RTI follow-up activities to ensure staff has a clear understanding of expectations and that all process(es) are implemented with fidelity.

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

The RtI Leadership Team meets with the School Advisory Council and Principal to help develop and approve the School Improvement Plan goals. The RtI process is continuously discussed and reviewed with staff. Staff members are provided with Biweekly Professional Learning Communities (PLC), Best Practices, Staff Development and monthly Team Meetings to promote implementation of effective school improvement strategies.

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.

Reading, Writing, Mathematics, and Science data are collected through the Unique Curriculum Pre and Post monthly test, daily IEP goal tracking, and Classroom Behavior tracking forms. Classroom scores are sent monthly to team leaders and submitted to the administrative team for review and later discussion. Teachers and support-staff collect data to revise and implement needed academic and behavioral strategies for individual students. The Filemaker Pro Database is used to collaborate and communicate the function and concerns discussed during regularly scheduled PLC meetings and Team meetings.

Describe the plan to train staff on MTSS.

Teachers will participate in a training to discuss and review RtI at The Quest Center during Pre-planning. As the year progresses, during monthly Team Meetings team leaders will review and discuss concerns and implementation of the process. When students are considered for re-integration to a least restrictive environment, District Personnel will be contacted and at least two collaboration meetings will occur with one of the meetings involving the receiving school. Data from the school based level system will be reviewed in addition to effective strategies enabling the students' success.

Describe the plan to support MTSS.

MTSS members will have weekly meetings with the Administrative Team to discuss and review school-wide expectations, concerns and processes. Individual members will complete Team Assessment Inventories. Results from the inventory will guide the Administrative Team in supporting the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Leo Nesmith, Assistant Principal – Valerie Scott, ESE Specialists – John Vezza & Kia Shinhoster, Autism Coach – Debra Kalitan, Teacher of Behavior Support & SAC Co-Chair – Michelle Laurent and Team Leaders – Deeana Pomales (Pre-K Teacher & SAC Co- Chair) & Pattie McKenzie (ESE Teacher).

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

The Literacy Leadership Team meets monthly to discuss and develop school-wide plans and processes for curriculum, high quality instruction and the Marzano observation / evaluation process, continuous improvement and staff development, and

effective communication to include interaction with parents and community partners.
The Master Schedule is discussed and revised as needed to maximize direct instructional time, therapeutic interventions, physical education, fine arts and quality of life needs. The Instructional Coaches work closely with the Speech/Language pathologists to make sure that each student has a consistently used and functional communication system that they can use to express their wants and needs, and use as a means to access literature. They also work closely with our behavior support team to ensure that behavior intervention plans are implemented with fidelity so that quality instructional time is increased. All team members assist in the review of weekly student data to determine which students require additional support.

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

The Literacy Leadership Team will work collaboratively to analyze and evaluate student data daily and determine which students require either an increased or decreased level of support. Monitoring of data will include frequent classroom walk-throughs as one of the most essential elements of this improvement model. Each student at The Quest Center in grades K-11 is working several times a day in Direct and Small Group Instruction focusing on Access Points to Sunshine State Standards in Reading and Writing (and also Math and Science) at their Cognitive Level. Access Points are Curriculum Mapped annually and each teacher documents the Access Points taught for the week in their plan books. Additionally, each student in grades 3-11 is participating in the Florida Alternate Assessment (FAA). Another initiative for this school year is the continued development of the Media Center to provide students with disabilities access to literature utilizing a multiple media approach in efforts to provide modified content with accommodations necessary for each individual to actively engage in reading and writing within the limitations of their cognitive ability. Information regarding Reading activities and progress monitoring will be shared with teachers through faculty meetings, team meetings, data chats, classroom reviews and literacy team meeting notes shared during team meetings.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The Quest Center offers the following Pre-School Programs: Three Specialized Instruction Pre-School classes and five Intensive Instruction Pre-School classes. These programs utilize the Letter People and Strategies for Teaching based on Autism Research (STAR) curriculums. Handwriting Without Tears is a supplemental instructional tool used for Pre-school classes at The Quest Center. Pre-K teachers hold valid certifications in both ESE and Pre-Kindergarten. Disaggregated data is used to determine kindergarten placement and program eligibility.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Quest Center utilizes data from formal and informal assessments along with parental input to determine each student's respective present level of performance in reading. Faculty and staff are trained to utilize the Unique program as a supplement coupled with Meville to Weville Program, Edmark Reading Program, and Strategies for Teaching based on Autism Research when applicable. Speech/Language Pathologists will work with classroom teachers to ensure that each student is being presented information in the specific way that they learn best and that each student has access to an appropriately developed communication system that they can understand and use effectively. Reading activities for each student will be planned around the use of the communication system to make sure that instruction is appropriately accessible and appropriately paced.

*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?

Students at The Quest Center require careful planning of their schedules to make sure that they are taking courses that will lead to having the right number of credits for graduation with their cohort. Support Staff have developed a carefully crafted suggested Program of Study to assure that appropriate course decisions are made on behalf of students who, due to a disability, are unable to plan their own educational schedules. Schedules will be assigned to each student at the beginning of

the school year. Students entering school after the start of the school year will receive a review of course records. The Assistant Principal will develop corrective course schedules to ensure students are eligible for graduation with their cohort. Progress of each student will be monitored through course schedules and school credit reports from TERMS.

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?

All students' course of study is evaluated on an individual basis. The vast majority of students are placed on a track and academic programming that is designed to increase their independent living/functional skills, as most will require adult-supported living upon graduation. Support Staff have developed a carefully crafted suggested Program of Study to assure that appropriate course decision are made on behalf of students who, due to a disability, are unable to plan their own educational schedules. Due to the nature of their disabilities, students at The Quest Center are all pursuing a Special Diploma, Option One. Once students have enough credits to graduate, they are invited to return for FAPE in our transition PASS Program, where they are given the opportunity to pursue activities within five separate curriculum bands. Data is collected regarding which activities the students prefer as well as which ones they have an affinity for. When a student begins to develop a pattern of activities that suggest a preferred curriculum band, then the student is given additional activities and instruction in that area in addition to the behavioral, pacing, and instructional support necessary for their continued success.

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

At The Quest Center, job skills are taught through the PASS program paired with information gathered from the IEP process based on each student's present level of performance. Parental input is sought and instrumental in the development of strategies/interventions/programs that will be employed to increase independence of daily living skills for all students as applicable to their individual needs.
For the students at The Quest Center, Post-secondary Transition is part of the IEP Process. Starting at age 14, members of the IEP committee begin to identify Post-secondary goals for each student in the areas of Education, Employment, and Independent Living. The student's IEP is then designed to help each student make reasonable progress toward mastery of those goals.
In High School, targeted students are also selected for On the Job Training (OJT) opportunities, as well as Community-Based Instruction (CBI), in order to maximize their potential as members of the community.

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:	Due to our unique student population, this section is not applicable to our school.
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:	By June 2013, 23.5% (10) of all students taking the FAA will score at Levels, 4, 5, & 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2013, 23.5% (10) of all students taking the FAA will score at Levels, 4, 5, & 6 in reading.	23.5%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
	The Quest Center's	All students will continue	Instructional	Copies and/or samples of	Graded product

2	students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Coaches Literacy Leadership Team	graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Administration	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013, 28% (12) of all students taking the FAA will score at or above Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (11)	28% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The Quest Center's students are identified as having Significant	Teachers will provide students with individualized instruction	Instructional Coaches Literacy Leadership	Copies and/or samples of graded student products will be kept in student	Graded product based on rubric established by

1	Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Team	portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	teachers Florida Alternate Assessment Concepts of Print Checklist
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Literacy Leadership Team	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	By June 2011, 35% of all students in Grades 3-10 scoring at the Emergent Level (Levels 1, 2, and 3) on the 2010 Florida Alternate Assessment (FAA) will improve one proficiency level on the 2011 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 1 - 16 (30%) Level 2 - 22 (42%) Level 3 - 10 (19%)	35% (5)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By June 2013, 50.5% (20) of all students taking the FAA will make a learning gain in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47.5% (19)	50.5% (20)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Literacy Leadership Team	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # By 2016-2017,the reading achievement gap will be reduced by 33.5% in students taking the FAA.

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22	29	29	36	43	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
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
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, regardless of ethnicity, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, regardless of ethnicity, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Literacy Leadership Team	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	By June 2013, the % of ELL students not making satisfactory progress in reading will decrease by at least 3%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	50%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, regardless of ELL status, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, regardless of ELL status, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Literacy Leadership Team	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	By June 2013, the % of SWD not making satisfactory progress in reading will decrease by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.5%(24)	50%(22)

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
	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading	Graded product based on rubric established by teachers Florida Alternate

1	make significant learning gains, even with allowable course accommodations and modifications.	targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.		access points will be within teachers' lesson plans.	Assessment Concepts of Print Checklist
2	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
3	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum	Instructional Coaches Literacy Leadership Team	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	By June 2013, the % of Economically Disadvantaged students not making satisfactory progress in reading will decrease by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48.1%(13)	44.4%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks and magazines.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique curriculum.	Instructional Coaches Literacy Leadership Team	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points will be within teachers' lesson plans.	Graded product based on rubric established by teachers Florida Alternate Assessment Concepts of Print Checklist
	Teacher knowledge of curriculum, strategies	Provide monthly on site staff development and	Instructional Coaches	Analyze results of FAA practice assessments.	FAA practice tests Unique progress

3	and best practices for students with profound cognitive impairments	coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Literacy Leadership Team	Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	monitoring tool Informal teacher assessments

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
PLC Positive Behavior Intervention Plan- Classroom Implementation during Reading Instruction	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC InD Centers Standards in Reading	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Autism Cluster Standards in Reading	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
			Subtotal: $350.00
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: $350.00

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Percent of Students Proficient in listening/speaking:	
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				

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Percent of Students Proficient in reading:	
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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Due to our unique student population, this section is not applicable to our school.
2012 Current Percent of Students Proficient in writing:	
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				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Due to our unique student population, this section is not applicable to our school.
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:	By June 2013, 42.8% of elementary students taking the FAA will score at Levels 4, 5, & 6 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.5% (2)	42.8%(3)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests

2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	Due to our unique student population, this section is not applicable to our school.
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:	By June 2013, 3% of elementary students taking the FAA will score at or above Level 7 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	14.2%(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
	The Quest Center's students are identified as	All students will participate in matching	Instructional Coaches	Teachers will ask each student a weekly math	Unique Pre & Post Assessments

1	having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Team Leaders	question from the Unique curriculum related to the access point of the week.	FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Due to our unique student population, this section is not applicable to our school.
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:	By June 2013, 85.7%(6) of students in elementary grades taking the FAA will make a learning gain in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71.4% (5)	85.7%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : By 2016-2017,the mathematics achievement gap will be reduced by 32.5% in students taking the FAA.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	20	28	35	42	49	

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	n/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Due to our unique student population, this section is not applicable to our school.
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				

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Due to our unique student population, this section is not applicable to our school.

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:	By June 2013, 44%(11) of middle school students taking the FAA will score at Levels 4, 5, & 6 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (10	44%(11)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between	FAA practice tests Unique progress monitoring tool Informal teacher assessments

		practices for students with profound cognitive impairments.		teachers, support staff, and administration.	
4	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	FAA practice tests Unique progress monitoring tool Informal teacher assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of 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:	By June 2013, 37%(7) of high schools students taking the FAA will score at Levels 4, 5, & 6 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	37%(7)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	Unique progress monitoring tool Informal teacher assessments

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:	By June 2013, 5.3%(1) of high schools students taking the FAA will score at or Level 7 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%	5.3%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling / disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). This will include work products created by the Unique Learning Systems. Activities and work products will be presented / exhibited / showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	All students will participate in charting, graphing and tracking their daily lunch choices. A sample of their graphing will be showcased at our Quest Fair.	Instructional Coaches Team Leaders	Teachers will ask each student a weekly math question from the Unique curriculum related to the access point of the week.	Unique Pre & Post Assessments FAA Practice Tests
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	Unique progress monitoring tool Informal teacher assessments

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Algebra Goal # Due to our unique student population, this section is not applicable to our school.

by 50%.			3A :			
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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Due to our unique student population, this section is not applicable to our school.

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Due to our unique student population, this section is not applicable to our school.
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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : Due to our unique student population, this section is not applicable to our school.			
Baseline data 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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Due to our unique student population, this section is not applicable to our school.

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				

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
PLC InD Centers Standards in Math	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Autism Cluster Standards in Math	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Positive Behavior Intervention Plan- Classroom Implementation during Math Instruction	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
			Subtotal: $350.00
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: $350.00

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:	By June 2013, 28.6%(2) of high school students taking the FAA will score at Levels 4, 5, and 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3% (1)	28.6%(2)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points on each student's developmental level weekly.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities
	Teacher knowledge of curriculum, strategies and best practices for students with profound	Provide monthly on site staff development and coaching during PLCs to collaboratively	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring	Unique progress monitoring tool Informal teacher assessments

3	cognitive impairments.	develop strategies and best practices for students with profound cognitive impairments.		data through data chats between teachers, support staff, and administration.	

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:	By June 2013, 14.3%(1) of high school students taking the FAA will score at or above Level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	14.3% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points on each student's developmental level weekly	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	Unique progress monitoring tool Informal teacher assessments
4	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests

	learning gains, even with allowable course accommodations and modifications.	on each student's developmental level weekly.			
5	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Due to our unique student population, this section is not applicable to our school.
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:	By June 2013, 8.3%(1) of elementary and middle school students taking the FAA will score at or above Level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) elementary and middle	8.3%(1) elementary and middle

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points on each student's developmental level weekly.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests

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:	By June 2013, 28.6%(2) of high school students taking the FAA will score at Levels 4, 5, and 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3% (1)	28.6%(2)

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 Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points on each student's	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests

	with allowable course accommodations and modifications.	developmental level weekly.			
2	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	Unique progress monitoring tool Informal teacher assessments

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:	By June 2013, 14.3%(1) of high school students taking the FAA will score at or above Level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	14.3% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum provided by the Unique Learning System to teach Access Points on each student's developmental level weekly	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Unique Learning System FAA Practice Tests
	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables that can be grown in their grade level fruit/vegetable/herb	Instructional Coaches Team Leaders Science Committee	Analysis of progress monitoring data collected weekly.	Teacher – made Rubric Scheduled Activities

2	accommodations and modifications.	garden. These examples will be shared with other classes in one of the following ways: create video of students cooking or preparing items, share samples of items prepared, share recipes or invite other grade levels to visit that grade level garden.			
3	Teacher knowledge of curriculum, strategies and best practices for students with profound cognitive impairments.	Provide monthly on site staff development and coaching during PLCs to collaboratively develop strategies and best practices for students with profound cognitive impairments.	Instructional Coaches Team Leaders	Analyze results of FAA practice assessments. Analyze on site progress monitoring data through data chats between teachers, support staff, and administration.	Unique progress monitoring tool Informal teacher assessments

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC InD Centers Standards in Science	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Autism Cluster Standards in Science	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Positive Behavior Intervention Plan-Classroom Implementation during Science Instruction	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning Systems	Web-based Curriculum Materials	SAC	$350.00
			Subtotal: $350.00
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: $350.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June 2013, 30%(6) of students in Grades 4, 8, & 10 will score at least a Level 4 in Writing on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (5) of students scored a Level 4 or higher in Writing.	30%(6) of students will score a Level 4 or higher 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
1	The Quest Center's students are identified as having Significant Cognitive Impairments that inhibit their ability to make significant learning gains, even with allowable course accommodations and modifications.	Quest students will participate in a variety of writing exercises to generate journals using a preferred means (paper or computer) including, but not limited to pictures, picture strips, picture/text completion and/or object choices.	Literacy Leadership Team Instructional Coaches Team Leaders	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific writing access points will be within teachers' lesson plans.	Teacher generated Assessments Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Positive Behavior Intervention Plan-Classroom Implementation during Writing Instruction	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC Autism Cluster Standards in Writing	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader
PLC InD Centers Standards in Writing	K-12	PLC Leaders	School-wide	Weekly	Self- Need Assessment Video Grade Level Collaboration	Administration PLC Leader

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
			Subtotal: $350.00
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: $350.00

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

U.S. History End-of-Cource (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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, 94.7% of all registered students will be in regular attendance as evidence by daily attendance records
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.7%	94.7%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
71	41
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
21	11

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	A large percentage of students attending The Quest Center have severe and profound medical conditions that may contribute to frequent absences.	Nursing staff and classroom teachers will closely monitor the students who are identified as medically fragile and report any sign of illness to parents/caregivers in a timely manner.	ESE Specialist Nurses Teachers Administration	IMT will closely monitor attendance to look for patterns of non-attendance and report results to ESE Specialist and Administration.	Attendance Records Teacher/Parent home notes
2	Our families are challenged by the illnesses of their children.	Regular messages regarding attendance will be communicated to parents/caregivers as needed.	ESE Specialist Nurses Teachers Administration	IMT will closely monitor attendance to look for patterns of non-attendance and report results to ESE Specialist and Administration.	Attendance Records Teacher/Parent home notes

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
Illness/conditions affecting						

students with severe/profound disabilities; medically fragile students	PK-12	Nurse	School-wide	Early Release	Monitoring of students attendance records	IMT Administration Teachers

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2012-13 school year, The Quest Center will continue to follow all federal and state guidelines regarding behavioral issues for our student population and by June 2013, the number of internal and external school suspensions will maintain their current acceptable levels.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students in this population have persistent behavior problems that require intensive interventions to keep them actively engaged in an academic environment.	Students developing aberrant behavior will be referred to the Behavior Specialist and Autism Coach. The Behavior Specialist will monitor and help determine through the analyzes of data whether a Functional Behavior Assessment (FBA) and/or a Positive Behavior Intervention Plan (PBIP) are warranted. The ESE Specialist will follow up through the IEP process to ensure that appropriate strategies are developed and made part of the student's IEP.	Behavior Specialist Autism Coach ESE Specialist Administration	Data collection will be reviewed weekly and graphed monthly by the Behavior Specialist and behavior support team. The PBIP for each student will be revised as needed.	Frequency & ABC Data Charts & Graphs
2	Many students in this population demonstrate aberrant behavior as a result of ineffective attempts to communicate with others their displeasure, wants and needs.	Classroom structure and alternative communication systems will be in place in all environments on campus. Communication systems will be individualized to meet the needs of each student.	Autism Coach Behavior Specialist Speech/Language Pathologists ESE Specialist Administration	Data collection regarding communication goals on the IEP and communication targets will be collected by the SLPs. Consultation will take place between classroom teachers and SLPs regarding communication for students experiencing difficulty.	Communication data collected by teachers and SLPs.

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
Positive Behavioral Support	All grades	Behavior Specialist & Autism Coach	All Instructional Staff	Pre-Planning	Monitoring through frequent walk-throughs and PLC monthly discussions	Administration and Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	By June 2013, 80% of our 4th year seniors will graduate on time with their cohort
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
17%	80%

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
	Students who come to The Quest Center from other counties, states or counties, require careful planning of their schedules to make sure	Administration and support staff have developed a program of study to assure that appropriate course decisions are made on	Administration Support Staff IMT	Schedules will be assigned to each student at the beginning of the school year. Students entering school after the start	TERMS Reports

1	that they are taking courses that will lead to having the right number of credits when it comes time for them to graduate on time with their cohort	behalf of these students who may come to us with no transcripts or with transcripts that show a shortage of required courses leading to graduation.		of the school year will receive a review of course records. The development of corrective course schedules will be utilized to ensure students are eligible for graduation with their cohort.	

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, 35% of parents of students enrolled at The Quest Center will attend school-based functions such as community resource, math, science, literacy fairs, workshops, as well as parent conferences, SAC/SAF and IEP meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
31%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The nature of the students' disabilities often inhibits parents from attending school-based activities	Providing on-site child care by trained staff members	Team Leaders Administration	Attendance at functions Increase of parental involvement in school based activities Joining PTA	Parental Attendance sheets
2	Due to the level of medical needs, increased therapeutic interventions and frequent illnesses, the parents of the students in this population have significant life pressures causing a need to access community resources and gather information from local agencies to provide services for them.	The Quest Center will host monthly School Advisory Council meetings that will promote collaboration between parents and community stakeholders.	Team Leaders Administration	Parental attendance at school wide functions	Parental attendance sign-in sheets
3	Parents have difficulty attending events in the evening because they need childcare for their children with special needs.	We plan to provide on-site childcare by trained staff members.	Team Leaders Administration	Parental attendance at school wide functions	Parental attendance sign-in sheets
4	Parents have difficulty navigating the system of agency supports that are available to them, and therefore may miss out on some of the opportunities for assistance that they need.	Teachers will follow through with parents during parent conferences and all parent contact opportunities (IEPs, SAC Meetings, Open House) to help parents get access to vital programs like the Med-waiver and APD.	ESE Specialist Support Team	Track numbers of students that have support coordinators	Frequency data related to numbers of students that have or are in the process of getting support coordinators.

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
PLC Parent Groups	PK-12	PLC Leaders	PLC Group	Monthly	Workshops for parents/increased attendance	Administration Teachers

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Due to our unique student population, this section is not applicable to our school.

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Due to our unique student population, this section is not applicable to our school.

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
Mathematics	Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
Science	Unique Learning Systems	Web-based Curriculum Materials	SAC	$350.00
Writing	Unique Learning Systems	Web-Based Curriculum Materials	SAC	$350.00
				Subtotal: $1,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $1,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/17/2012)

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
SAC funds will be utilized to purchase curriculum materials.	$1,500.00

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

The activities for the School Advisory Council will focus on the following: School Improvement Rating, Superintendent's Strategic Goals relative to The Quest Center and students with severe/profound disabilities, increase parental involvement school-wide, curriculum rigor, effective data collection and analysis, Marzano Framework, strategic planning for continuous improvement, forums for post-secondary alternatives for students after graduation, effective behavior management, curriculum assessments, and pre-school (progress monitoring to enhance elementary preparedness).

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