

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NEVA KING COOPER EDUCATIONAL CENTER

District Name: Dade

Principal: Dr. Tracy E. Roos

SAC Chair: Margaret Getchell

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/26/2012

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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Tracy E. Roos	Elementary Ed. (Grades 1-6) Educational Leadership (All Levels) Exceptional Student Education Ed.D. Organizational Leadership and Instructional Leadership		10	'12 '11 '10 '09 '08 School Grade N/G N/G N/G N/G N/G High Standards Rdg. N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A Note: As a Specialized Center school for EBD students, the school is not graded.
Assis Principal	Mr. Adrian M. Sanchez	Exceptional Student Education (All Levels), Middle Grades Mathematics, Specialist Degree in Education with Major in Educational Leadership (All			'12 '11 '10 '09 '08 School Grade pending A A B B High Standards Rdg. 52 48 48 49 44 High Standards Math 57 77 80 75 72 Lrng Gains-Rdg. 68 58 56 59 56 Lrng Gains-Math 56 74 80 77 78 Gains-Rdg-25% 72 58 54 56 55 Gains-Math-25% 49 65 69 71 75

## 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)
Reading	Francisco Lozada	Masters in Special Education. Certified in Varying Exceptionalities, and Mentally Handicapped.	13	6	'12 '11 '10 '09 '08 School Grade N/G N/G N/G N/G AYP No No No No High Standards Rdg. N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A Note: As a Specialized Center school for Profound InD students, the school is not graded.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide applicable in-house workshops for Master Plan Points.	Assistant Principal	August 2012- June 2013	
2	2. Partnering teachers new to Neva King Cooper with veteran teachers.	Assistant Principal	August 2012 to June 2013	
3	3. Work cooperatively with local universities.	Administration	August 2012 to June 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
21	4.8%(1)	0.0%(0)	33.3%(7)	61.9%(13)	42.9%(9)	42.9%(9)	0.0%(0)	9.5%(2)	14.3%(3)

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
Holly Sachs	Javier Lopez	Common Grade Level Planning	Professional Development on Best Practices Professional Development on Unique Learning Systems Curriculum Professional Development on Gradebook Professional Development on ACCESS Points Monthly collaboration activities

## 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

Extended School Year Services are provided during the summer based on the students' Individual Educational Plans. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students through Transition Specialists. District staff develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. They also participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add on endorsement programs, such as Reaching, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

N/A

#### Title X- Homeless

The Social Worker at Neva King Cooper Educational Center works in conjunction with the District to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocations.

#### Violence Prevention Programs

N/A

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the district wellness policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition process are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education

N/A

#### Career and Technical Education

Due to the severe intellectual disabilities of students enrolled at Neva King Cooper Educational Center, Career and Technical Educational would not be appropriate. Instead, a focus on transitional services enables Neva King Cooper's students to be prepared for Adult Day Service Providers.

#### Job Training

N/A

#### Other

Health Connect in Our Schools (HCiOS) offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention".

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?

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention".

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

#### 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.

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
  - Adjust the allocation of school-based resources
  - Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

Describe the plan to train staff on MTSS.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention". As a result, staff is already trained in areas of intervention based on student data.

Describe the plan to support MTSS.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention". As a result, staff is already trained in areas of intervention based on student data.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal: Dr. Tracy E. Roos; Assistant Principal: Mr. Adrian Sanchez; Program Specialist: Ms. Ondina Rodriguez; EESAC Chairperson: Ms. Margaret Getchell; Reading Coach: Frank Lozada.

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

The team meets once a month to discuss programmatic concerns, suggestions, and strategies as related to the communication needs of the students.

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

The major initiative of the LLT this year will be to focus on increasing the achievement as pertaining to the communication needs of the students.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/12/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

An Individual Education Plan meeting is held for each Pre-Kindergarten student who is in the Intellectually Disabled program who will transition from Pre-K to Kindergarten. At the meeting the transition to Kindergarten is planned. The meeting participants include the parents, the Pre-Kindergarten teacher, the Kindergarten teacher, support staff as appropriate (physical therapist, occupational therapist), the ESE Department Chair, and an administrator. It is facilitated by a region Staffing Specialist.

### \*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.

As part of the teachers' Professional Development strategies, training is provided on the Unique Learning System Curriculum,

Individual Educational Plans, Communication Devices and Communication Objectives. The students' Individual Educational Plans will serve as a guideline to measure individual goals and the Unique Learning System curriculum will measure growth and serve as the school's Reading Objectives. The Individual Educational Plans and the classrooms are monitored by the Principal, Assistant Principal and Department Chairpersons.

### \*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?

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

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 attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

### 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](#)

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

## 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:	All students take the FAA and please refer to those sections for appropriate responses
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The students have difficulty with listening carefully and understanding directions for performing tasks.  In the 2012 administration of the FAA, 0% of students scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (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					
	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Students need to engage several times in the same reading selection to insure familiarity.  Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.  Students will respond to	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	Collect data from the Unique Learning System Curriculum and IEP Reading Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Reading Goals. We will be using the Florida Continuous	IEP Annual Reading Goals. Informal Assessment from the Unique Learning System Curriculum. Results from the Florida Alternate Assessment year 2012-2013.

2	<p>questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.</p> <p>Students must have continuous repetition/practice when learning reading concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to reading objectives.</p>	Improvement Model.	This will be done on a quarterly basis.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	<p>The students have difficulty using new vocabulary that is introduced and taught directly.</p> <p>In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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
	Due to the students'	Students need to engage	Principal, Assistant	Collect data from the	IEP Annual Reading



1	<p>disabilities, a variety of communication methods are needed for students to access their education and access points.</p>	<p>several times in the same reading selection to insure familiarity.</p> <p>Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.</p> <p>Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.</p> <p>Students must have continuous repetition/practice when learning reading concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to reading objectives.</p>	<p>Principal, Reading Coach, Literacy Leadership Team</p>	<p>Unique Learning System Curriculum and IEP Reading Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Reading Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	<p>Goals. Informal Assessment from the Unique Learning System Curriculum. Results from the Florida Alternate Assessment year 2012-2013.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	<p>The students have difficulty with identifying pictures and symbols that provide information.</p> <p>In the 2012 administration of the FAA, 9% of students made learning gains in reading. On the 2013 FAA, at least 19% of students will make learning gains in reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

9% (4)			19% (9)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Students need to engage several times in the same reading selection to insure familiarity.</p> <p>Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.</p> <p>Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.</p> <p>Students must have continuous repetition/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to reading objectives.</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team.	<p>Collect data from the Unique Learning System Curriculum and IEP Reading Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Reading Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	IEP Annual Reading Goals. Informal Assessment from the Unique Learning System Curriculum. Results from the Florida Alternate Assessment year 2012-2013.

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:	All students take the FAA and please refer to those sections for appropriate responses
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # All students take the FAA and please refer to those sections for appropriate responses. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

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:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A  White: Black: Hispanic: Asian: American Indian:	N/A  White: Black: Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	All students take the FAA and please refer to those sections
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Reading Goal #5D:		for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System	All	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post-test	Department Chairs, Assistant Principal and Principal

Curriculum, and Individual Educational Plan development.						
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication methods based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
			Subtotal: \$150.00
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: \$150.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		All students take the FAA and please refer to those sections for appropriate responses.			
CELLA Goal #1:					
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
1					

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:			All students take the FAA and please refer to those sections for appropriate responses.		
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
1					

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			All students take the FAA and please refer to those sections for appropriate responses.		
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
1					

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

*End of 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:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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### Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The students have difficulty indicating desire for more of an action or object.  In the 2012 administration of the FAA, 0% of students scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0% (0)	5% (3)
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.  Students must have continuous repetition/practice when learning math concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).  Students in secondary	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.



	<p>programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	<p>The students have difficulty indicating desire for no more of an action or object.</p> <p>In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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
	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	<p>Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals.</p>	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

1	<p>learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	<p>We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>All students take the FAA and please refer to those sections for appropriate responses.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>N/A</p>

Problem-Solving Process to Increase Student Achievement

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

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>The students have difficulty describing, sorting, and re-sorting objects reaching a variety of attributes such as shape, size, and position.</p> <p>In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least 14% of students will make learning gains in mathematics.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>4% (2)</p>	<p>14% (7)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Due to the students'	Provide students with	Principal, Assistant	Collect data from the	IEP Annual Math

1	<p>disabilities, a variety of communication methods are needed for students to access their education and access points.</p>	<p>opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	Principal, Reading Coach, Literacy Leadership Team .	<p>Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	<p>Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on 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 #					
	All students take the FAA and please refer to those sections for appropriate responses.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

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:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A  White: Black: Hispanic: Asian: American Indian:	N/A  White: Black: Hispanic: Asian: American Indian:
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Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	All students take the FAA and please refer to those sections for appropriate responses.
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					

*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:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment:	The students have difficulty indicating desire for more of an action or object.
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Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In the 2012 administration of the FAA, 0% of students scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	<p>Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:	All students take the FAA and please refer to those sections for appropriate responses.
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				
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The students have difficulty indicating desire for no more of an action or object.  In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.  Students must have continuous repetition/practice when learning math concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).  Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).  Students will be able to use Smart Board Technology to access the content related to mathematics objectives.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The students have difficulty describing, sorting, and re-sorting objects reaching a variety of attributes such as shape, size, and position.  In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least 14% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	14% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.  Students must have continuous repetition/practice when learning math concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).  Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).  Students will be able to use Smart Board Technology to access the content related to mathematics objectives.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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%	
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making learning gains in mathematics. Mathematics Goal #4:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on 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 #					
	All students take the FAA and please refer to those sections for appropriate responses.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

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:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A White: Black: Hispanic: Asian: American Indian:	N/A White: Black: Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	All students take the FAA and please refer to those sections for appropriate responses.
--	---

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			

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

# Florida Alternate Assessment High School 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:	The students have difficulty indicating desire for more of an action or object.  In the 2012 administration of the FAA, 0% of students scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	<p>Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:	The students have difficulty indicating desire for no more of an action or object.  In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	<p>Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:	<p>The students have difficulty describing, sorting, and re-sorting objects reaching a variety of attributes such as shape, size, and position.</p> <p>In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least 14% of students will make learning gains in mathematics.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	14% (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
	Due to the students' disabilities, a variety of	Provide students with opportunities to learn	Principal, Assistant	Collect data from the Unique Learning System	IEP Annual Math Goals.

1	<p>communication methods are needed for students to access their education and access points.</p>	<p>concepts using manipulatives, visuals and assistive technology.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).</p> <p>Students will be able to use Smart Board Technology to access the content related to mathematics objectives.</p>	Principal, Reading Coach, Literacy Leadership Team	<p>Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	<p>Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.</p>
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## 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.		All students take the FAA and please refer to those sections for appropriate responses.			
Algebra Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.		All students take the FAA and please refer to those sections for appropriate responses.			
Algebra Goal #2:					

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	All students take the FAA and please refer to those sections for appropriate responses.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

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:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A  White: Black: Hispanic: Asian: American Indian:	N/A  White: Black: Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	All students take the FAA and please refer to those sections for appropriate responses.
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2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	All students take the FAA and please refer to those sections for appropriate responses.
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					

*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:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on 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 # All students take the FAA and please refer to those sections for appropriate responses. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	17	25	33	42	

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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A White: Black: Hispanic: Asian: American Indian:		N/A White: Black: Hispanic: Asian: American Indian:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		All students take the FAA and please refer to those sections for appropriate responses.			
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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1					

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	All students take the FAA and please refer to those sections for appropriate responses.
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					

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
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	All	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post-test	Department Chairs, Assistant Principal and Principal

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:		The students have difficulty observing and creating a visual representation of an object which includes its major features.  In the 2012 administration of the FAA, 0% of students scored at or above level 4,5, or 6. On the 2013 FAA, at least 5% of students will score at or above level 4,5,or 6.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		5% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Train teachers to effectively implement Access Points.  Students need real objects for tactile exploration and recognition of basic scientific concepts.  Instruction must be presented in a multi-sensory format.  Students must have	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.	IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

2		<p>continuous repetition/practice when learning science concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to science objectives.</p>		<p>This will be done on a quarterly basis.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</p>	<p>The students have difficulty recognizing two common objects that are identical to each other.</p> <p>In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>0% (0)</p>	<p>3% (1)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.</p>	<p>Students need real objects for tactile exploration and recognition of basic scientific concepts.</p> <p>Instruction must be presented in a multi-sensory format.</p> <p>Students must have continuous repetition/practice when learning science concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to science objectives.</p>	<p>Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .</p>	<p>Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	<p>IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.</p>
	<p>Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.</p>	<p>Train teachers to effectively implement Access Points.</p> <p>Students need real objects for tactile exploration and recognition of basic</p>	<p>Principal, Assistant Principal, Reading Coach, Literacy Leadership Team.</p>	<p>Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.</p>	<p>IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year</p>

2	<p>scientific concepts.</p> <p>Instruction must be presented in a multi-sensory format.</p> <p>Students must have continuous repetition/practice when learning science concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to science objectives.</p>	<p>Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	2012-2013.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	All students take the FAA and please refer to those sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	<p>The students have difficulty recognizing two common objects that are identical to each other.</p> <p>In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Students need real objects for tactile exploration and recognition of basic scientific concepts.  Instruction must be presented in a multi-sensory format.  Students must have continuous repetition/practice when learning science concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).  Students will be able to use Smart Board Technology to access the content related to science objectives.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

## 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.		The students have difficulty observing and creating a visual representation of an object which includes its major features.			
Science Goal #1:		In the 2012 administration of the FAA, 0% of students scored at or above level 4,5, or 6. On the 2013 FAA, at least 5% of students will score at or above level 4,5,or 6.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		5% (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
	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Train teachers to effectively implement Access Points.  Students need real objects for tactile exploration and recognition of basic scientific concepts.  Instruction must be presented in a multi-	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Goals. We will be using the Florida	IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

1	<p>sensory format.</p> <p>Students must have continuous repetition/practice when learning science concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to science objectives.</p>	<p>Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	The students have difficulty recognizing two common objects that are identical to each other.
Science Goal #2:	In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	<p>Train teachers to effectively implement Access Points.</p> <p>Students need real objects for tactile exploration and recognition of basic scientific concepts.</p> <p>Instruction must be presented in a multi-sensory format.</p> <p>Students must have continuous repetition/practice when learning science concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p> <p>Students will be able to use Smart Board Technology to access the content related to science objectives.</p>	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team.	<p>Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.</p> <p>Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.</p> <p>This will be done on a quarterly basis.</p>	IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

## 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:			All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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



PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	All	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post-test	Department Chairs, Assistant Principal and Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
			Subtotal: \$100.00
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: \$100.00

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:	All students take the FAA and please refer to those sections for appropriate responses.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	The students have difficulty associating wants and needs with a familiar person or object.  In the 2012 administration of the FAA, 0% of students scored at or above level 4. On the 2013 FAA, at least 5% of students will score at or above level 4.
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2012 Current Level of Performance:		2013 Expected Level of Performance:	
0% (0)		5% (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	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Students need picture communication symbols, picture exchange systems, and real objects for the development of vocabulary, expressive and receptive language, and basic writing concepts.  Instruction must be presented in a multi-sensory format.  Students must have continuous repetition/practice when learning basic writing concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).  Students will be able to use Smart Board Technology to access the content related to writing objectives.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Writing Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Writing Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Writing Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	All	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post-test	Department Chairs, Assistant Principal and Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
			Subtotal: \$100.00
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: \$100.00

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:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:		All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	All students take the FAA and please refer to those sections for appropriate responses.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	All students take the FAA and please refer to those sections for appropriate responses.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				

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

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

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

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

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:

<p>1. Attendance</p> <p>Attendance Goal #1:</p>	<p>Improve communication with parents and provide support mechanisms to promote consistent attendance from our students.</p> <p>In the 2012 school year, 89 students had excessive absences. In the 2013 school year, the number of students with excessive absences will be reduced to 85.</p> <p>In the 2012 school year, 17 students had excessive tardies (10 or more) . In the 2013 school year, the number of students with excessive tardies will be reduced to 16.</p> <p>In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) from 87 to 83 students, and excessive tardiness (10 or more) from 16 to 15 students.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
0% (0)	3% (4)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
89	85
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17	16

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Due to the students' severe disabilities and fragile medical conditions, resulting in hospitalization and continuous medical observation at times for an excess of 24 hours, a pattern of excessive absences and tardiness may develop. A majority of the student population is wheelchair bound and transportation may be difficult if the bus is missed, resulting in absence or tardiness.</p>	<p>First and Second Absences and Tardies</p> <ul style="list-style-type: none"> <li>• The teacher calls the house and inquires the reason.</li> <li>• The teacher documents the call in the Parent Contact Log.</li> </ul> <p>II. Third Consecutive Absence and Tardy</p> <ul style="list-style-type: none"> <li>• The teacher calls home and documents the call.</li> <li>• If there is a concern about the validity of the absences and tardies the teacher informs the School Social Worker.</li> <li>• The Social Worker will make a phone call to the home and report to the Assistant Principal or Principal.</li> </ul> <p>III. The Fifth</p>	<p>School's Social Worker, Principal and Assistant Principal</p>	<p>Administrative review of daily attendance.</p>	<p>Attendance and Parent Contact Logs.</p>

1	<p>Consecutive Absence and Tardy</p> <ul style="list-style-type: none"> <li>• The School Social Worker makes a home visit. A Truancy Home Visit Form is completed as needed.</li> <li>• If the absence or tardy is determined to be unacceptable, the Principal will send a Truancy Letter home and schedule a Truancy Child Study Team.</li> </ul> <p>IV. Excessive Absences and Tardies</p> <ul style="list-style-type: none"> <li>• The Attendance Clerks keeps monthly records.</li> <li>• The Administration meets with teachers whose students have excessive absences or tardies to determine reasons and Intervention Strategies.</li> <li>• If the reason for excessive absences or tardies is medical, the Assistant Principal will refer the student to the Program Specialist who will explore a Homebound Program.</li> </ul>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional staff will attend professional development sessions on improving attendance.	All/ Attendance	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post-test	Principal

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
Classrooms with perfect attendance receive a pizza party.	Pizza	PTA	\$78.00
			Subtotal: \$78.00
Grand Total: \$78.00			

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:		All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.			
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	Due to the significant cognitive deficiencies of the students, they are unable to understand the rules and guidelines set forth in the student code of conduct.	In times of misbehavior, redirection or approved IEP accommodation will be used to address behavior.	Teachers, Assistant Principal and Principal	Monitoring of Monthly Suspension Report and IEP Goals that Address Behavior This will be monitored monthly	IEP Goals addressing behaviors

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
Instructional staff will attend professional development sessions on improving behavior.	All/Behavior	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post-test	Principal

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:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	All students attending Neva King Cooper Educational Center are Severely Intellectually Disabled. Therefore, this section would not be applicable.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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	Due to the students' severe disabilities and fragile medical conditions, resulting in hospitalization and continuous medical observation at times for an excess of 24 hours, a pattern of excessive absences develop and may indicate intent to dropout.	<p>To prevent Dropout, after the Fifth Consecutive Absence</p> <ul style="list-style-type: none"> <li>The School Social Worker makes a home visit. A Truancy Home Visit Form is completed as needed.</li> <li>If the absence or tardy is determined to be unacceptable, the Principal will send a Truancy Letter home and schedule a Truancy Child Study Team.</li> </ul> <p>II. Excessive Absences and Tardies</p> <ul style="list-style-type: none"> <li>The Attendance Clerks keeps monthly records.</li> <li>The Administration meets with teachers whose students have excessive absences to determine reasons and Intervention Strategies.</li> <li>If the reason for excessive absences are medical, the Assistant Principal will refer the student to the Program Specialist who will explore a Homebound Program.</li> </ul>	School's Social Worker, Principal and Assistant Principal	Administrative review of daily attendance.	Attendance and Parent Contact Logs. Social Worker Logs

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

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

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

development sessions on improving attendance and preventing dropout.	All/Attendance	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post-test	Principal
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Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal # 1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	There will be an increase of 1% in parental participation in workshops sponsored by Neva King Cooper Educational Center and the Parent Academy and complete the Parental Involvement Plan online.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
57	58

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Low parental participation in school sponsored events.	Provide a school-based Professional Library available to	Principal , Assistant Principal, and	This objective will be evaluated through comparison of the Neva	Sign in Sheet

1	<p>parents/volunteers during the school day.</p> <p>Conduct an Open House to welcome parents back to a new school year and provide an opportunity to exchange information by hosting a staff/parent dinner.</p> <p>Advertise school activities (e.g., Parent Workshops, Fantastic Fridays, Holiday Activities, Field Trips, and Community Based Instruction).</p> <p>Distribute a quarterly newsletter.</p> <p>Encourage parents/caregivers to volunteer.</p> <p>Distribute Neva King Cooper's Parent Satisfaction Survey</p>	School Social Worker	<p>King Cooper Educational Center's Parent Academy Sign-In Log for the 2010-2011 school year and the 2011-2012 school year.</p> <p>Open House Parent Sign-In Log.</p> <p>Parent Calendar.</p> <p>Copy of newsletter.</p> <p>Volunteer database.</p> <p>Completed and returned surveys.</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:			All students take the FAA and please refer to those sections for appropriate responses.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

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

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:		By promoting Career Pathways and Programs of Study students seeking a Special Diploma will participate the Daily Living Skills Lab.			
Problem-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 students have difficulty with communication skills (verbal, written, nonverbal, symbols, and pictures) needed for success in the workplace due to their significant cognitive disabilities.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.  Students must have continuous repetition/practice when learning career and technical education concepts.  The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.  Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.  This will be done on a quarterly basis.	IEP Annual Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

## 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
Instructional staff will attend professional development sessions on improving communication	Secondary /CTE (Project Victory)	Assistant Principal	Instructional Staff	August 2012-June 2013	Pretest and Post-test	Principal

skills needed for the workplace.						
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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)

### Parental Involvement Goal 2 Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Parental Involvement Goal 2 Goal Parental Involvement Goal 2 Goal #1:			There will be a 1% increase of parental involvement in Individual Education plan meetings.		
2012 Current level:			2013 Expected level:		
37%			38%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parental participation in Individual Educational Plan Meetings.	Flexible meeting schedule to accommodate parent.  Provide bus passes to families without other means of transportation.  Provide Information and resources to assist families to access public transportation.	Principal, Assistant Principal, School Social Worker, Program Specialist, and Staffing Specialist	This objective will be evaluated through comparison of the Neva King Cooper Educational Center's Sign-In Log for the 2009-2010 school year and the 2010 - 2011 school year.	Sign-in Sheet

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

*End of Parental Involvement Goal 2 Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Introduce student to a variety of communication methods based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
Mathematics	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
Science	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
Writing	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
				Subtotal: \$500.00
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
Attendance	Classrooms with perfect attendance receive a pizza party.	Pizza	PTA	\$78.00
				Subtotal: \$78.00
				Grand Total: \$578.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/11/2012)

# 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
Funds will support the use of Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives in the areas of Reading, Math, Science, Writing and Attendance.	\$578.00

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

The SAC will continue to monitor the School Improvement Plan during the 2012-2013 school year.

## 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