FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: LAKE HILLS	District Name: LAKE
Principal: Robin Meyers	Superintendent: Dr. Susan Moxley
SAC Chair: Bryan Miller	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Robin Meyers	MA-Educational Leadership BA-English Certifications: School Principal K-12; ESE K-12; Autism Spectrum Disorder Endorsement; English 6-12; 5. English 5-9; ESOL Endorsement.	6	8	Lake Hills is a Center School for students with significant cognitive disabilities and is a non-graded school.
Assistant Principal	Deborah Stedelin	BA-Elementary Education MA-Special Education MA-Educational Leadership Certifications: School Principal K-12; ESE K-12; Elementary Education; Hearing Impaired Endorsement; ESOL Endorsement	3	7	Lake Hills is a Center School for students with significant cognitive disabilities and is a non-graded school.

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<u>Instructional Coaches</u>

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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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)
NA	NA	NA	NA	NA	*Lake Hills School is the ESE Center School for Lake County that serves students with significant cognitive disabilities whose curriculum and instruction in based on the Access Points. Instructional Coaches are not utilized at Lake Hills.*

<u>Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Utilize the district SearcSoft system to screen for qualified applicants.	Robin Meyers-Principal, Debbie Stedelin-Assistant Principal	On-going
2. Provide customized staff development for teachers to address the unique learning needs of students with significant cognitive disabilities. Professional development includes but is not limited to, writing IEPs, providing related and support services, and professional crisis management.	Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, The Leadership Team: Melissa Walker, Elizabeth Muruaga-Castillo, Gina Cimino, Rikki Kotz, Susan Vucic, & Mary Adamson .	On-going
3. Provide support to teachers from each department and school support staff (i.e., Behavior, OT/PT, Speech/Language, Assistive Technology) to address challenges they may have experience with students in the classroom.	Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, and the Professional Support Staff: Steve Muensterman-OT, Kim Houlden-PT, Rebecca Hopkins-BCBA, Jeff Davis-AT, Janine Vigrass-Speech/Language , Kathy Wood-Vision Impairments	On-going
4. New teachers attend the New Beginnings Training and are supported through the TOPS program where applicable.	Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, New Teacher Mentors: Rikki Kotz and Melissa Walker and District Support Personnel: Jean Marie York	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*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
Not Highly Effective Instructional 6% [2] Not Highly Effective Non-Instructional 0% [0]	

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
30	10%	30%	37%	23%	45%	95%	6%	3%	57%

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Rikki Kotz JeanMarie York	Lori Helmes, Layla Hall	Lori and Layla both worked as a Teacher Assistants last school year. As a Leadership team member and grade-level Chairperson, Mrs. Kotz provided training opportunities throughout the school year to assist in preparing teachers (lesson planning, understanding the IEP, Data	Assistance through new teacher Portfolio activities, lesson planning, scales creation and implementation, data collection, embedded skills grid, Access Points and Common Core Standards, monthly conferencing, informal observations, etc.

		Collection and teaching strategies).	
Melissa Walker JeanMarie York	Kristin Carpenter	Kristin worked as a Teacher Assistants last school year. As a Leadership team member and Guidance Counselor, Ms. Walker provided training opportunities throughout the school year to assist in preparing teachers (lesson planning, understanding the IEP, Data Collection and teaching strategies).	Assistance through new teacher Portfolio activities, lesson planning, scales creation and implementation, data collection, embedded skills grid, Access Points and Common Core Standards, monthly conferencing, informal observations, etc.

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Additional Requirements

*Coordination and Integration-*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	*Not Applicable - Lake Hills is not a Title I School*
Title I, Part C- Migrant	
Title I, Part D	
Title II	
Title III	
Title X- Homeless	
Supplemental Academic Instruction (SAI)	
Violence Prevention Programs	
Nutrition Programs	
Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. *Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Melissa Walker-Guidance Counselor, Corey Lott-ESE School Specialist, Kerina Jones-School Psychologist, Jacqueline Ashley-Social Worker, and specific teacher representation.*
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? *Because we are an ESE Center School, RtI is typically completed at mainstream school locations. Should the need arise to address RtI eligibility with our population, we convene as an RtI team to evaluate data collected in order to identify the problem, develop a hypothesis and create a plan to deliver strategies that will assist in student success.*
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? *This is not an applicable area for Lake Hills.*
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. *This is not an applicable area for Lake Hills.*
Describe the plan to train staff on MTSS. *This is not an applicable area for Lake Hills.*
Describe the plan to support MTSS. *This is not an applicable area for Lake Hills.*

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). *Robin Meyers-Principal, Debbie Stedelin-Assistant Principal, Missy Walker-Guidance Counselor, Corey Lott-ESE School Specialist, Rikki Kotz-Elementary Department Chair, Gina Cimino-Middle School Department Chair, Elizabeth Muruaga-Castillo-High School Department Chair, Susan Vucic-Vocational Department Chair, Mary Adamson-Special Areas Department Chair*
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). *The **Lake Hills LLT** meets a minimum of twice a month, but often meets weekly because of the ongoing school literacy initiatives. The LLT has led our school in a complete paradigm shift in teaching and learning since 2008. In 2008, the FLDOE developed and implemented the Sunshine State Standards Access Points as a means to provide students with significant cognitive disabilities access to the general curriculum. The Access Points replaced functional skills which was the foundation of teaching students with significant cognitive disabilities. Our journey has been successful and our scores reflect student growth over the last three years with the implementation of the new Florida Alternate Assessment in 2009.*
What will be the major initiatives of the LLT this year?   *Currently, Lake Hills LLT is working on preparing our teachers for the transition from Access Points to the new Common Core State Standards.*

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

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

N/A for Lake Hills School

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A for Lake Hills School

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

N/A for Lake Hills School

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 at Lake Hills School have Individual Education Plan. Academic and career planning goals are incorporated into every student's Individual Education Plan and monitored by daily IEP data collection.

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.

Lake Hills School provides complete educational services to students whose physical and developmental needs exceed their appropriate integration into the general school population. Many of these students have been in integrated school settings in the past however, that setting was unable to meet their behavioral, medical, mobility and educational requirements. All of these students present significant, and often multiple, disabilities. Their current school program has been designed to meet all mandated educational requirements including academics, independent living, and socialization with adaptations which encompass and complement each student's special needs.

The Lake Hills School has identified approximately 45 students who are aged 18 to 21 who can benefit from a fully-developed vocational program. While these students will remain in the school until the mandated age of 22, the school and the Lake County School District recognizes

its responsibility to help these students to attain a meaningful transition into adulthood to include significant aspects of community involvement and employment as appropriate to the individual needs and potential. While the intensive physical and medical needs of other older students in the school will require transition into adulthood with an essential emphasis upon respite care and medical support, these 45 students can aspire to a variety of vocational opportunities with appropriate training and support.

Lake Hills has implemented a multi-phase vocational program for these 45 students. This program will also serve other students as they "age into" a need for such services.

The phases are as follows:

1. Pre-Vocational- This service includes training in activities of daily living, practical and applied mathematics (sign identification, budgeting), cooperation with others, attention to task, and following directions.

2. Work Adjustment- Building upon the academically and socially related skills taught in the Pre-Vocational Phase, students will participate in a variety of work and work-related activities within the school setting. Work Adjustment teaches the value and purpose of meaningful work, whatever the work is. It is taught by the example of family and teachers and reinforced by exposure to actual, though school-based work experiences. In this phase, students are supervised and trained by vocational teachers and teacher assistants in a variety of simulated and real work settings created in the school. These include, but are not limited to:

   a) A teaching kitchen designed to build upon the family food preparation skills taught in the Pre-Vocational Phase. This kitchen also focuses upon more commercial food service applications including work stations for dish washing, salad preparation, vegetable preparation, table service and busing and other related functions.
   b) A school small "store" program of small food items but adds such functions as shelf-stocking, stock rotation, cash register operation and appropriate behavior with customers.
   c) Mobile work crews, within the school which teach janitorial services, mail sorting, and delivery and message delivery.

Each of the above work settings within the school teaches the specific skills related to the job category but, more importantly, they teach the importance of dependability, the value of work and the usefulness and satisfaction of a job well-done. Related behaviors such as time and attendance, appropriate relations with supervisors, co-workers and customers are emphasized. An important part of work adjustment is consultation and information-sharing with parents and care-givers that need to understand the importance of assisting students to move into the most integrated setting possible upon graduation.

3. Sheltered Employment- For some students, their support needs will not permit them to work within an integrated setting in the community. For these students, the school will seek sheltered employment positions with established providers in the community. The school will develop transition plans to assure that students can move into these settings upon graduation.

4. Volunteer Worksites in the Community- Students who successfully participate in the Work Adjustment Phase will move into this more integrated phase. Here, vocational teachers and teacher assistants will supervise small groups of students or individual students in community volunteer jobsites within not-for-profit agencies. These are volunteer positions for which anyone in the community can volunteer. Such volunteer work will expose students, with constant staff supervision, to real work experiences that currently include the local animal shelter and a local library. These community services will help students to shift from a role of dependency to one of contribution and value.

5. Supported Employment- Students who successfully participate in the Work Adjustment and Volunteer Worksite Phases will move into this phase which is defined as paid, integrated employment in the community. This phase itself has several possible integration techniques, all of which require the initial full-time supervision of school staff as job coaches and onsite trainers. These techniques follow the models described above in the Work Adjustment Phase but move the training location into the community with local employers. This is our Enclave phase where small groups of students will work, under school staff supervision, at a community employer's site but will remain at the one site to complete a specific job function. An example, and there are many, would be a group of student workers who actually operate all or part of an employer's mail sorting function at the employer's worksite.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
Reading Goal #1A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. *In 2011-2012, the reading target was 30%. We met that target with 32% of our students scoring at the Proficient level (Levels 4, 5, and 6).* *In 2012-2013, we will increase the number of students scoring proficient to 34%.*			1.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.	1.B.1. 1.B.1.a. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. 1.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 1.B.1.c. Continue to create and implement scales for continuous summative assessments in classrooms. 1.B.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid	1.B.1. 1.B.1.a. Administrators, Department Chairs, Teachers 1.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 1.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 1.B.1.d. Administrators, Department Chairs, Support Service Personnel	1.B.1. 1.B.1.a. Pre and Post tests to monitor student progress 1.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 1.B.1.c. Staff Development for CPALMS and Common Core State Standards usage and implementation. 1.B.1.d Consistent monitoring of the Embedded Skills Grid. 1.B.1.e. Teachers will reflect effectiveness through student progress within the Lesson Study process. 1.B.1.f. Utilize the IEP data Collection Excel Program. This	1.B.1. 1.B..1.a. ELSB & PCI leveled assessment 1.B.1.b. PLC survey; self-reflection 1.B.1.c. The progress monitoring scales and tests. 1.B.1.d. Fidelity Checks throughout the year. 1.B.1.e. TEAM, Deliberate Practice, student scores. 1.B.1.f. TEAM, Deliberate Practice, student scores.
Reading Goal #1B: *Of the 85 students tested, 32% [27] scored in the Proficient range of levels 4, 5, and 6. This is a 2% increase over last year's scores.*	2012 Current Level of Performance:* **32% [27] scored proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 34%**					

						program was developed by a school-based team as a need identified through our Lesson Study.	
				1.B.1.e. Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning 1.B.1.f. Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.			
			1B.2. Continuous implementation of inquiry-based learning.	1B.2. Focus on inquiry-based instruction in lesson study process.	1B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	1B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	1B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			1B.3. Utilization of common board configuration.	1B.3. Implement common board configuration in all classrooms	1B.3. Curriculum Team Administration Department Chairs	1B.3. Staff development on developing CBC for teaching SwSCD.	1B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School
Reading Goal #2A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. **2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading** Reading Goal #2: *In 2011-2012, 1% of students scored Above Proficiency which did not meet our goal.* *In 2012-2013, we will increase the number of students scoring Above Proficient to 2% (Levels 7, 8, and 9).*			2.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.	2.B.1. 2.B.1.a. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. 2.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 2.B.1.c. Continue to create and implement scales for continuous summative assessments in classrooms. 2.B.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid 2.B.1.e. Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning	2.B.1. 2.B.1.a. Administrators, Department Chairs, Teachers 2.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 2.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 2.B.1.d. Administrators, Department Chairs, Support Service Personnel	2.B.1. 2.B.1.a. Pre and Post tests to monitor student progress 2.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 2.B.1.c. Staff Development for CPALMS and Common Core State Standards usage and implementation. 2.B.1.d Consistent monitoring of the Embedded Skills Grid. 2.B.1.e. Teachers will reflect effectiveness through student progress within the Lesson Study process. 2.B.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	2.B.1. 2.B..1.a. ELSB & PCI leveled assessment 2.B.1.b. PLC survey; self-reflection 2.B.1.c. The progress monitoring scales and tests. 2.B.1.d. Fidelity Checks throughout the year. 2.B.1.e. TEAM, Deliberate Practice, student scores. 2.B.1.f. TEAM, Deliberate Practice, student scores.
Reading Goal #2B: *Of the 85 students tested, 1% [1] scored in the Above Proficient range (Levels 7, 8, and 9). This is a 7% decrease over last year's scores.*	2012 Current Level of Performance:* **1% [1] scored Above Proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 2%**					

				2.B.1.f. Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.			
			2B.2. Continuous implementation of inquiry-based learning.	2B.2. Focus on inquiry-based instruction in lesson study process.	2B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	2B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	2B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			2B.3. Utilization of common board configuration.	2B.3. Implement common board configuration in all classrooms	2B.3. Curriculum Team Administration Department Chairs	2B.3. Staff development on developing CBC for teaching SwSCD.	2B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. *In 2011-2012, 42% of students made learning gains on the FAA, which we did meet our goal.* *In 2012-2013, we will increase the number of students making learning gains to 43%.*			3.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.	3.B.1. 3.B.1.a. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. 3.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 3.B.1.c. Continue to create and implement scales for continuous summative assessments in classrooms. 3.B.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid 3.B.1.e. Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning	3.B.1. 3.B.1.a. Administrators, Department Chairs, Teachers 3.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 3.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 3.B.1.d. Administrators, Department Chairs, Support Service Personnel	3.B.1. 3.B.1.a. Pre and Post tests to monitor student progress 3.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 3.B.1.c. Staff Development for CPALMS and Common Core State Standards usage and implementation. 3.B.1.d Consistent monitoring of the Embedded Skills Grid. 3.B.1.e. Teachers will reflect effectiveness through student progress within the Lesson Study process. 3.B.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	3.B.1. 3.B..1.a. ELSB & PCI leveled assessment 3.B.1.b. PLC survey; self-reflection 3.B.1.c. The progress monitoring scales and tests. 3.B.1.d. Fidelity Checks throughout the year. 3.B.1.e. TEAM, Deliberate Practice, student scores. 3.B.1.f. TEAM, Deliberate Practice, student scores.
Reading Goal #3B: *Of the 85 students tested, 42% [36] made learning gains. This is a 3% decrease over last year's scores.*	2012 Current Level of Performance:* **42% [36] made learning gains on the FAA**	2013 Expected Level of Performance:* **Expected level of learning gains 43%**					

				3.B.1.f. Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.			
			3B.2. Continuous implementation of inquiry-based learning.	3B.2. Focus on inquiry-based instruction in lesson study process.	3B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	3B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	3B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			3B.3. Utilization of common board configuration.	3B.3. Implement common board configuration in all classrooms	3B.3. Curriculum Team Administration Department Chairs	3B.3. Staff development on developing CBC for teaching SwSCD.	3B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. NA for Lake Hills School	4A.1. NA for Lake Hills School	4A.1. NA for Lake Hills School	4A.1. NA for Lake Hills School	4A.1. NA for Lake Hills School
Reading Goal #4A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1. N/A for Lake Hills School	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *N//A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	41%	47%	52%	57%	63%	68%

Reading Goal #5A:

30% of students scored proficient in reading in 2012. In six years, the school will reduce the achievement gap by 50% over a six year period.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			3.B.1. White: 35% Black:8% Hispanic: 27% Asian: American Indian:	3.B.1. 3.B.1.a. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. 3.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 3.B.1.c. Continue to create and implement scales for continuous summative assessments in classrooms. 3.B.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid 3.B.1.e. Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning	3.B.1. 3.B.1.a. Administrators, Department Chairs, Teachers 3.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 3.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 3.B.1.d. Administrators, Department Chairs, Support Service Personnel	3.B.1. 3.B.1.a. Pre and Post tests to monitor student progress 3.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 3.B.1.c. Staff Development for CPALMS and Common Core State Standards usage and implementation. 3.B.1.d Consistent monitoring of the Embedded Skills Grid. 3.B.1.e. Teachers will reflect effectiveness through student progress within the Lesson Study process. 3.B.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	3.B.1. 3.B..1.a. ELSB & PCI leveled assessment 3.B.1.b. PLC survey; self-reflection 3.B.1.c. The progress monitoring scales and tests. 3.B.1.d. Fidelity Checks throughout the year. 3.B.1.e. TEAM, Deliberate Practice, student scores. 3.B.1.f. TEAM, Deliberate Practice, student scores.

5B continued:

Reading Goal #5B:

There are 3 subgroups that need that did not make satisfactory progress in 2012: White, Black, and Hispanic. These subgroups will meet the projected goal toward proficiency in 2013.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
White: 35% Black: 8% Hispanic: 27% Asian: n/a American Indian: n/a	White: 53% Black:28% Hispanic: 48% Asian: n/a American Indian: n/a

(Anticipated Barrier continued) The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency.

Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.

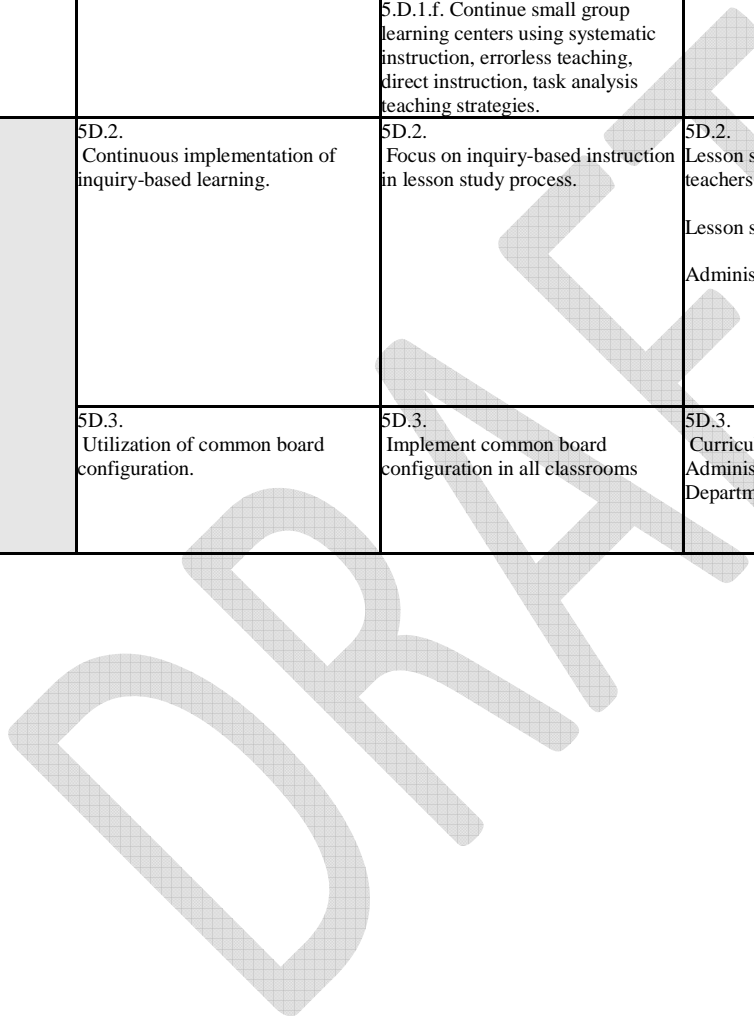| | | 5B.2. Continuous implementation of inquiry-based learning. | 5B.2. Focus on inquiry-based instruction in lesson study process. | 5B.2. Lesson study teams (includes all teachers in three groups)

Lesson study facilitators

Administration | 5B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process.

Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms. | 5B.2.a Lesson Study data collection

The progress monitoring scales and tests.

Fidelity Checks throughout the year. |
| | | 5B.3. Utilization of common board configuration. | 5B.3. Implement common board configuration in all classrooms | 5B.3. Curriculum Team Administration Department Chairs | 5B.3. Staff development on developing CBC for teaching SwSCD. | 5B.3. FAA scores

TEAM evaluation/classroom walkthroughs |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
			5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School
			5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. *In 2011-2012, 58% of students did not satisfactory progress.* *In 2012-2013, The percentage of students NOT making will decrease by 2% in the Students With Disabilities subgroup.*			5.D.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.	5.D.1. 5.D.1.a. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. 5.D.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 5.D.1.c. Continue to create and implement scales for continuous summative assessments in classrooms. 5.D.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid 5.D.1.e. Utilize the Core Standards	5.D.1. 5.D.1.a. Administrators, Department Chairs, Teachers 5.D.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 5.D.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 5.D.1.d. Administrators, Department Chairs, Support Service Personnel	5.D.1. 5.D.1.a. Pre and Post tests to monitor student progress 5.D.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 5.D.1.c. Staff Development for CPALMS and Common Core State Standards usage and implementation. 5.D.1.d Consistent monitoring of the Embedded Skills Grid. 5.D.1.e. Teachers will reflect effectiveness through student progress within the Lesson Study process. 5.D.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need	5.D.1. 5.D..1.a. ELSB & PCI leveled assessment 5.D.1.b. PLC survey; self-reflection 5.D.1.c. The progress monitoring scales and tests. 5.D.1.d. Fidelity Checks throughout the year. 5.D.1.e. TEAM, Deliberate Practice, student scores. 5.D.1.f. TEAM, Deliberate Practice, student scores.
Reading Goal #5D: *Of the 85 students tested, 58% [49] did not make satisfactory progress in reading.*	2012 Current Level of Performance:* **58% [49] did not make Satisfactory progress on the FAA.**	2013 Expected Level of Performance:* **Expected level of students not making Satisfactory Progress will decrease by 2%.**					

| | | | | and CPALMS standards-based resource system to effectively monitor student learning

5.D.1.f. Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies. | | identified through our Lesson Study. | |
|---|---|---|---|---|---|---|---|
| | | | 5D.2. Continuous implementation of inquiry-based learning. | 5D.2. Focus on inquiry-based instruction in lesson study process. | 5D.2. Lesson study teams (includes all teachers in three groups)

Lesson study facilitators

Administration | 5D.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process.

Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms. | 5D.2.a Lesson Study data collection

The progress monitoring scales and tests.

Fidelity Checks throughout the year. |
| | | | 5D.3. Utilization of common board configuration. | 5D.3. Implement common board configuration in all classrooms | 5D.3. Curriculum Team Administration Department Chairs | 5D.3. Staff development on developing CBC for teaching SwSCD. | 5D.3. FAA scores

TEAM evaluation/classroom walkthroughs |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5.E.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Lack of research-based curricula aligned with the Access Points and Common Core State Standards specifically designed for student with significant cognitive disabilities.	5.E.1. Continue Early Literacy Skills Builder (ELSB) and PCI Reading research-based programs for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Continue to create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.	5.E1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	5.E.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	5.E.1. ELSB & PCI leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Reading Goal #5E: Increase the number of economically disadvantaged students 20% in 2013.	2012 Current Level of Performance:* 25%	2013 Expected Level of Performance:* 45%					
			5E.2. Continuous implementation of inquiry-based learning.	5E.2. Focus on inquiry-based instruction in lesson study process.	5E.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	5E.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	5E.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.

		5E.3. Utilization of common board configuration.	5E.3. Implement common board configuration in all classrooms	5E.3. Curriculum Team Administration Department Chairs	5E.3. Staff development on developing CBC for teaching SwSCD.	5E.3. FAA scores TEAM evaluation/classroom walkthroughs

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Common Core Subjects Areas	Elementary, Middle and High School Departments	Rikki Kotz, Susan Vucic, Gina Cimino, Mary Adamson	Kotz, Kissee, Abreu, Carpenter, Helmes, McLauglin, Hall, Fairservice, Tautiva, Patterson, Schlenker, Hass, Sturdivant, Cimino, Bombard, Vucic, Kirkman, Lerner, Boyd, Muragua, Johnson, Werking, Reynolds, Adamson, Davis, Vigrass, Wood, Walker, Lott, Hopkins, Reinhardt	1 lesson study process per 9 weeks; Early Release days, planning periods, in class observations	Lesson Study Timeline chart	Robin Meyers, Principal Debbie Stedelin, AP
IEP Writing	All grade levels	Corey Lott	All teachers	Ongoing throughout the school year	IEP training committee (Lott & Walker) will review IEPs 2 weeks before IEP meeting date and will meet with teachers individually for improvement when needed	Corey Lott, ESE School Specialist
Communities of Practice	All grade levels	FLDOE Access Project	All teachers	Online statewide PLC Ongoing throughout the year	Coursework	Robin Meyers, Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Unique Learning System	Online curriculum for Reading K-12	IDEA	4000.00
			Subtotal:4000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize technology as a tool to enhance learning	iPads	IDEA	7000.00
			Subtotal:3500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide beginning teachers opportunities to learn evidence-based practices to support students with intensive academic, behavioral and communication needs in a specialized learning environment.	FDLRS Professional Development	Discretionary Funds	500.00
			Subtotal:500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 8000

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: NA for Lake Hills School	2012 Current Percent of Students Proficient in Listening/Speaking: NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
		1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
		1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: NA for Lake Hills School	2012 Current Percent of Students Proficient in Reading: NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
		2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
		2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School
CELLA Goal #3: NA for Lake Hills School	2012 Current Percent of Students Proficient in Writing : NA for Lake Hills School					
		3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School
		3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School
Mathematics Goal #1A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. *In 2011-2012, the math target was 19%. We met that target with 19% of our students scoring at the Proficient level.* *In 2012-2013, we will increase the number of students scoring proficient to 21%.*			1.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	1.B.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid	1.B.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	1.B.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process.	1.B.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #1B: *Of the 85 students tested, 19% [16] scored in the Proficient range*	2012 Current Level of Performance:* **19% [16] scored proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 21%**					

June 2012
Rule 6A-1.099811
Revised April 29, 2011

(Levels 4, 5, and 6). This is a 2% increase over last year's scores.				Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points		Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	
		1B.2. Continuous implementation of inquiry-based learning.	1B.2. Focus on inquiry-based instruction in lesson study process.	1B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	1B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	1B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.	
		1B.3. Utilization of common board configuration.	1B.3. Implement common board configuration in all classrooms	1B.3. Curriculum Team Administration Department Chairs	1B.3. Staff development on developing CBC for teaching SwSCD.	1B.3. FAA scores TEAM evaluation/classroom walkthroughs	

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0:			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. *In 2011-2012, the math target was 19%. We met that target with 19% of our students scoring at the Proficient level.* *In 2012-2013, we will increase the number of students scoring proficient to 21%.*			1.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	1.B.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource	1.B.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	1.B.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection	1.B.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #1B: *Of the 85 students tested, 19% [16] scored in the Proficient range (Levels 4, 5, and 6).*	2012 Current Level of Performance:* **19% [16] scored proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 21%**					

This is a 2% increase over last year's scores.				system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points		Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	
			1B.2. Continuous implementation of inquiry-based learning.	1B.2. Focus on inquiry-based instruction in lesson study process.	1B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	1B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	1B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			1B.3. Utilization of common board configuration.	1B.3. Implement common board configuration in all classrooms	1B.3. Curriculum Team Administration Department Chairs	1B.3. Staff development on developing CBC for teaching SwSCD.	1B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School
Mathematics Goal #2A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. *2% of students will achieve Above Proficiency on the FAA.*			2.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	2.B.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task	2.B.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	2.B.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	2.B.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #2B: *Of the 85 students tested, 1% [1] scored in the Above Proficient range (Levels 7, 8, and 9). This is a 3% decrease over last year's scores.*	2012 Current Level of Performance:* **1% [1] scored Above Proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 2%**					

				analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points				
			2B.2. Continuous implementation of inquiry-based learning.	2B.2. Focus on inquiry-based instruction in lesson study process.	2B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	2B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	2B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			2B.3. Utilization of common board configuration.	2B.3. Implement common board configuration in all classrooms	2B.3. Curriculum Team Administration Department Chairs	2B.3. Staff development on developing CBC for teaching SwSCD.	2B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School
Mathematics Goal #3A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	3.B.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task	3.B.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	3.B.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	3.B.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #3B: *In 2011-2012, 38% [32] of students made learning gains on the FAA, which exceeded our goal of 33%.* *In 2012-2013, we will increase the number of students making learning gains to 39%.*	2012 Current Level of Performance:* **38% [32] made learning gains on the FAA**	2013 Expected Level of Performance:* **Expected level of learning gains 39%**					

				analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points			
		3B.2. Continuous implementation of inquiry-based learning.	3B.2. Focus on inquiry-based instruction in lesson study process.	3B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	3B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	3B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
		3B.3. Utilization of common board configuration.	3B.3. Implement common board configuration in all classrooms	3B.3. Curriculum Team Administration Department Chairs	3B.3. Staff development on developing CBC for teaching SwSCD.	3B.3. FAA scores TEAM evaluation/classroom walkthroughs

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1 NA for Lake Hills School	4B.1 NA for Lake Hills School	4B.1 NA for Lake Hills School	4B.1 NA for Lake Hills School	4B.1 NA for Lake Hills School
Mathematics Goal #4B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	27%	33%	40%	47%	54%	60%
Mathematics Goal #5A: *19% of students scored proficient in math in 2012. In six years, the school will reduce the achievement gap by 50% over a six year period.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	5.B.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.	5.B.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	5.B.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	5.B.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.	
Mathematics Goal #5B: *There are 2 subgroups that need that did not make satisfactory progress in 201: White and Hispanic. These subgroups will meet the projected goal toward proficiency in 2013.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White:21% Black: n/a Hispanic:13% Asian: n/a American Indian: n/a	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: 37% Black: n/a Hispanic:37% Asian: n/a American Indian: n/a						

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				Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points			
			5B.2. Continuous implementation of inquiry-based learning.	5B.2. Focus on inquiry-based instruction in lesson study process.	5B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	5B.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	5B.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			5B.3. Utilization of common board configuration.	5B.3. Implement common board configuration in all classrooms	5B.3. Curriculum Team Administration Department Chairs	5B.3. Staff development on developing CBC for teaching SwSCD.	5B.3. FAA scores TEAM evaluation/classroom walkthroughs

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School
Mathematics Goal #5C: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School	5C.2. NA for Lake Hills School
			5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School	5C.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5.D.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	5.D.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning	5.D.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	5.D.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through	5.D.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #5D: *Of the 85 students tested, 62% [53] did not make satisfactory progress in reading.*	2012 Current Level of Performance:* **62% [53] did not make satisfactory progress on the FAA.**	2013 Expected Level of Performance:* **Expected level of students not making satisfactory progress will decrease by 2%.**					

				Small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points		our Lesson Study.	
			5D.2. Continuous implementation of inquiry-based learning.	5D.2. Focus on inquiry-based instruction in lesson study process.	5D.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	5D.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	5D.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.
			5D.3. Utilization of common board configuration.	5D.3. Implement common board configuration in all classrooms	5D.3. Curriculum Team Administration Department Chairs	5D.3. Staff development on developing CBC for teaching SwSCD.	5D.3. FAA scores TEAM evaluation/classroom walkthroughs

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5.E.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Need for research-based curricula aligned with the Access Points/ CCSS Core Content Connectors specifically designed for student with significant cognitive disabilities. Need for FCIM materials aligned with Access Points/CCSS Core Content Connectors.	5.E.1. Continue EQUALS Math research-based program for students with significant cognitive disabilities. Utilize teacher-made supplemental materials designed to meet individual student needs. Create and implement scales for continuous summative assessments in classrooms. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language) strategies are implemented throughout daily instruction utilizing the newly developed Embedded Skills Grid Utilize the Core Standards and CPALMS standards-based resource system to effectively monitor student learning Small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies. Modify district Blueprints for teaching CCSS Core Content Connectors/Access Points	5.E.1. Administrators, Department Chairs, Teachers Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers Administrators, Department Chairs, Support Service Personnel	5.E.1. Pre and Post tests to monitor student progress Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms Staff Development for CPALMS and Common Core State Standards usage and implementation. Consistent monitoring of the Embedded Skills Grid. Teachers will reflect effectiveness through student progress within the Lesson Study process. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	5E.1. EQUALS Math leveled assessment PLC survey; self-reflection The progress monitoring scales and tests. Fidelity Checks throughout the year. TEAM, Deliberate Practice, student scores. TEAM, Deliberate Practice, student scores.
Mathematics Goal #5E: The percentage of students in the economically disadvantaged subgroup will increase16% in 2013.	2012 Current Level of Performance:* 17%	2013 Expected Level of Performance:* 33%					
			5E.2. Continuous implementation of inquiry-based learning.	5E.2. Focus on inquiry-based instruction in lesson study process.	5E.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	5E.2. a Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	5E.2.a Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.

		5E.3. Utilization of common board configuration.	5E.3. Implement common board configuration in all classrooms	5E.3. Curriculum Team Administration Department Chairs	5E.3. Staff development on developing CBC for teaching SwSCD.	5E.3. FAA scores TEAM evaluation/classroom walkthroughs

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School
Mathematics Goal #1A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. NA for Lake Hills School	1B.1. NA for Lake Hills School	1B.1. NA for Lake Hills School	1B.1. NA for Lake Hills School	1B.1. NA for Lake Hills School
Mathematics Goal #1B: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School	2A.1. NA for Lake Hills School
Mathematics Goal #2A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. NA for Lake Hills School	2B.1. NA for Lake Hills School	2B.1. NA for Lake Hills School	2B.1. NA for Lake Hills School	2B.1. NA for Lake Hills School
Mathematics Goal #2B: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. NA for Lake Hills School	3A.1. NA for Lake Hills School	3A.1. NA for Lake Hills School	3A.1. NA for Lake Hills School	3A.1. NA for Lake Hills School
Mathematics Goal #3A: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School
Mathematics Goal #3B: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
Mathematics Goal #5A: NA for Lake Hills School							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian: NA for Lake Hills School	5B.1. NA for Lake Hills School	5B.1. NA for Lake Hills School	5B.1. NA for Lake Hills School	5B.1. NA for Lake Hills School	
Mathematics Goal #5B: NA for Lake Hills School	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						

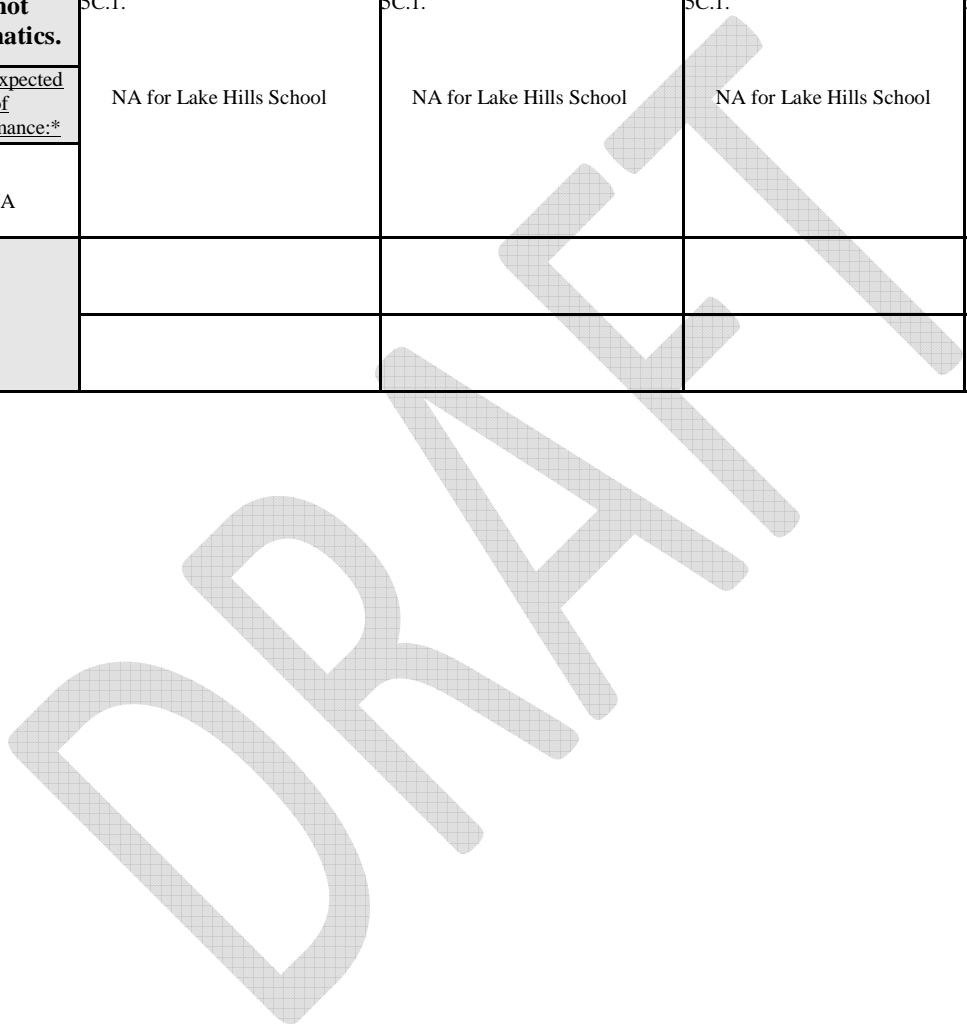**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School	5C.1. NA for Lake Hills School
Mathematics Goal #5C: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. NA for Lake Hills School	5D.1. NA for Lake Hills School	5D.1. NA for Lake Hills School	5D.1. NA for Lake Hills School	5D.1. NA for Lake Hills School
Mathematics Goal #5D: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: NA for Lake Hills School	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
	NA	NA					

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

1. **Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.**			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA for Lake Hills School	NA	NA					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. **Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.**			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA for Lake Hills School	NA	NA					

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School	3.1. NA for Lake Hills School
Mathematics Goal #3: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School	3.2. NA for Lake Hills School
			3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School	3.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. NA for Lake Hills School	4.1. NA for Lake Hills School	4.1. NA for Lake Hills School	4.1. NA for Lake Hills School	4.1. NA for Lake Hills School
Mathematics Goal #4: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			4.2. NA for Lake Hills School	4.2. NA for Lake Hills School	4.2. NA for Lake Hills School	4.2. NA for Lake Hills School	4.2. NA for Lake Hills School
			4.3. NA for Lake Hills School	4.3. NA for Lake Hills School	4.3. NA for Lake Hills School	4.3. NA for Lake Hills School	4.3. NA for Lake Hills School

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
Algebra 1 Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
Algebra Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: NA for Lake Hills School	**Baseline data 2010-2011**	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.** Algebra 1 Goal #3B: NA for Lake Hills School	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian: NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	
		3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	
		3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. NA for Lake Hills School	3E.1. NA for Lake Hills School	3E.1. NA for Lake Hills School	3E.1. NA for Lake Hills School	3E.1. NA for Lake Hills School
Algebra 1 Goal #3E: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3E.2. NA for Lake Hills School	3E.2. NA for Lake Hills School	3E.2. NA for Lake Hills School	3E.2. NA for Lake Hills School	3E.2. NA for Lake Hills School
			3E.3. NA for Lake Hills School	3E.3. NA for Lake Hills School	3E.3. NA for Lake Hills School	3E.3. NA for Lake Hills School	3E.3. NA for Lake Hills School

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
Geometry Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
Geometry Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
Geometry Goal #3A: NA for Lake Hills School						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian: NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School	3B.1. NA for Lake Hills School
Geometry Goal #3B: NA for Lake Hills School	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School	3B.2. NA for Lake Hills School
		3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School	3B.3. NA for Lake Hills School

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. NA for Lake Hills School	3C.1. NA for Lake Hills School	3C.1. NA for Lake Hills School	3C.1. NA for Lake Hills School	3C.1. NA for Lake Hills School
Geometry Goal #3C: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3C.2. NA for Lake Hills School	3C.2. NA for Lake Hills School	3C.2. NA for Lake Hills School	3C.2. NA for Lake Hills School	3C.2. NA for Lake Hills School
			3C.3. NA for Lake Hills School	3C.3. NA for Lake Hills School	3C.3. NA for Lake Hills School	3C.3. NA for Lake Hills School	3C.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. NA for Lake Hills School	3D.1. NA for Lake Hills School	3D.1. NA for Lake Hills School	3D.1. NA for Lake Hills School	3D.1. NA for Lake Hills School
Geometry Goal #3D: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3D.2. NA for Lake Hills School	3D.2. NA for Lake Hills School	3D.2. NA for Lake Hills School	3D.2. NA for Lake Hills School	3D.2. NA for Lake Hills School
			3D.3. NA for Lake Hills School	3D.3. NA for Lake Hills School	3D.3. NA for Lake Hills School	3D.3. NA for Lake Hills School	3D.3. NA for Lake Hills School

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Common Core Subjects Areas	Elementary, Middle and High School Departments	Rikki Kotz, Susan Vucic, Gina Cimino, Mary Adamson	All teachers	1 lesson study process per 9 weeks; Early Release days, planning periods, in class observations	Lesson Study Timeline chart	Robin Meyers, Principal Debbie Stedelin, AP
IEP Writing	All grade levels	Corey Lott	All teachers	Ongoing throughout the school year	IEP training committee (Lott & Walker) will review IEPs 2 weeks before IEP meeting date and will meet with teachers individually for improvement when needed	Corey Lott, ESE School Specialist
EQUALS Training	All grade levels	Melissa Lyford	All teachers	Pre-Planning, Moodle coursework	Moodle coursework, Lesson Plans	Robin Meyers, Principal Debbie Stedelin, AP
Communities of Practice	All grade levels	FLDOE Access Project	All teachers	Online statewide PLC Ongoing throughout the year	Coursework	Robin Meyers, Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Unique Learning System	Online curriculum for Math K-12	IDEA	4000.00
			Subtotal:4000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilize technology as a tool to enhance learning	iPads	IDEA	7000.00
			Subtotal:3500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide beginning teachers opportunities to learn evidence-based practices to support students with intensive academic, behavioral and communication needs in a specialized learning environment.	FDLRS Professional Development	Discretionary Funds	500.00
			Subtotal:500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 8000

End of Mathematics Goals

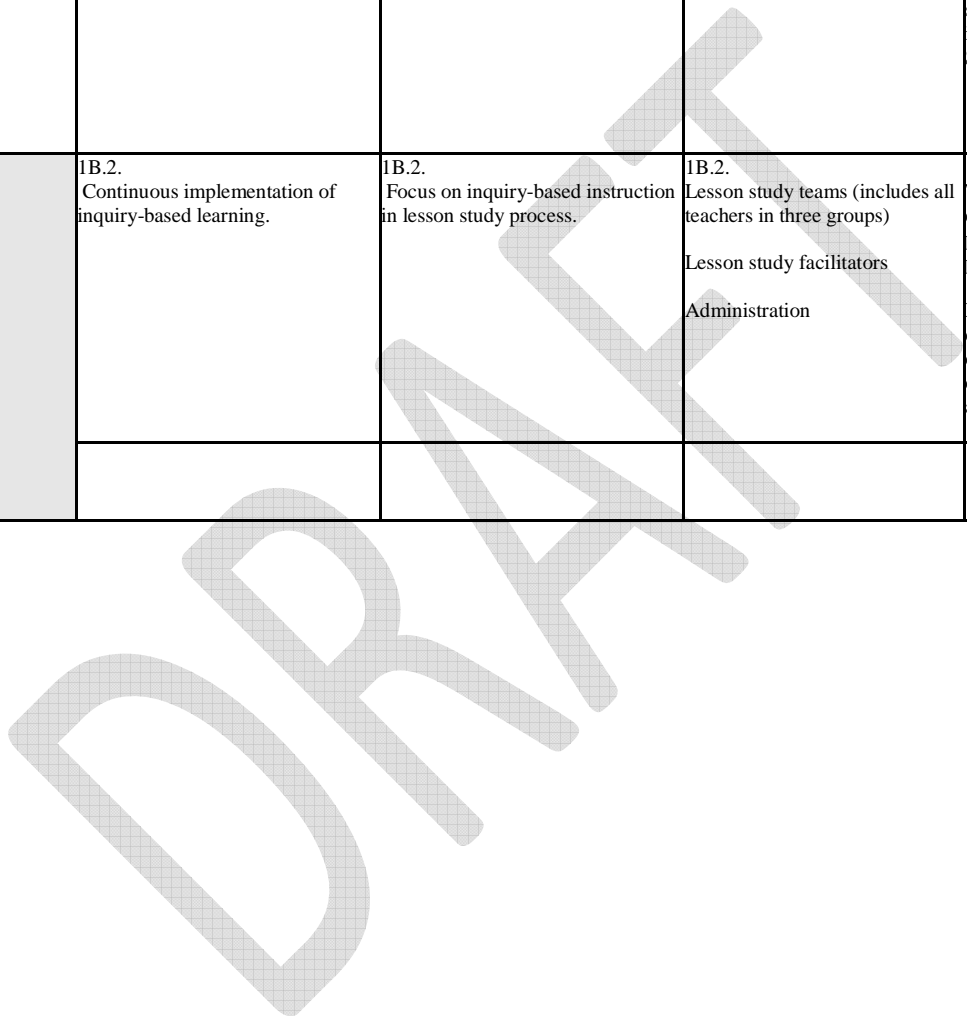**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School
			1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. *In 2011-2012, the science target was 15%. We met that target with 32% of our students scoring at the Proficient level.* *In 2012-2013, we will increase the number of students scoring Proficient to 34%*			1.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2011 FAA include: Lack of research-based curricula aligned with the Access Points specifically designed for student with significant cognitive disabilities.	1.B.1. 1.B.1.a. Continue using the SRA Snapshots, Attainment Science Works, and Content Essentials curricula for students with significant cognitive disabilities. 1.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 1.B.1.c. Create and implement scales for continuous summative assessments in classrooms. 1.B.1.e. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language strategies are implemented throughout daily instruction. 1.B.1.f. Utilize the Common Core State Standards and CPALMS standards-based resource system to effectively monitor student learning 1.B.1.g .Continue small group learning centers using systematic instruction, errorless teaching,	1.B.1. 1.B.1.a. Administrators, Department Chairs, Teachers 1.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 1.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 1.B.1.d. Administrators, Department Chairs, Support Service Personnel	1.B.1. 1.B.1a. Every student using SRA Snapshots, Attainment Science Works, and Content Essentials curricula will be given an assessment at the end of each level to determine proficiency. 1.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 1.B.1.c. Staff Development for Common Core State Standards and CPALMS usage and implementation. 1.B.1.d. Teachers will reflect effectiveness through student progress through student progress within the Lesson Study process. 1.B.1.e. Implement IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	1.B.1. 1.B.1.a. Science curriculum assessments 1.B.1.b. PLC survey; self-reflection 1.B.1.c. The progress monitoring scales and tests. 1.B.1.d. Fidelity Checks throughout the year. 1.B.1.e. TEAM, Deliberate Practice, student scores. 1.B.1.f. TEAM, Deliberate Practice, student scores.
Science Goal #1B: *Of the 28 students tested, 32% [9] scored in the Proficient range (Levels 4, 5, and 6). This is a 17% increase over last year's scores.*	2012 Current Level of Performance:* **32% [9] scored Proficient on the FAA**	2013 Expected Level of Performance:* **Expected level of performance 34%**					

				direct instruction, task analysis teaching strategies.		1.B.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	
			1B.2. Continuous implementation of inquiry-based learning.	1B.2. Focus on inquiry-based instruction in lesson study process.	1B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	1B.2 Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	1B.2 Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
NA for Lake Hills School	NA	NA					
			2A.2. NA for Lake Hills School	2A.2. NA for Lake Hills School	2A.2. NA for Lake Hills School	2A.2. NA for Lake Hills School	2A.2. NA for Lake Hills School
			2A.3. NA for Lake Hills School	2A.3. NA for Lake Hills School	2A.3. NA for Lake Hills School	2A.3. NA for Lake Hills School	2A.3. NA for Lake Hills School
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. *2% of students will achieve Above Proficiency on the FAA.*			2.B.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2011 FAA include: Lack of research-based curricula aligned with the Access Points specifically designed for student with significant cognitive disabilities.	2.B.1. 2.B.1.a. Continue using the SRA Snapshots, Attainment Science Works, and Content Essentials curricula for students with significant cognitive disabilities. 2.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 2.B.1.c. Create and implement scales for continuous summative assessments in classrooms. 2.B.1.e. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language strategies are implemented throughout daily instruction. 2.B.1.f. Utilize the Common Core State Standards and CPALMS standards-based resource system to effectively monitor student learning 2.B.1.g .Continue small group learning centers using systematic	2.B.1. 2.B.1.a. Administrators, Department Chairs, Teachers 2.B.1.b. Administrators, PLC facilitators, Instructional Coaches and Mentors, Teachers 2.B.1.c. Administrators, and PLC facilitators, Instructional Coaches and Mentors, Teachers 2.B.1.d. Administrators, Department Chairs, Support Service Personnel	2.B.1. 2.B.1a. Every student using SRA Snapshots, Attainment Science Works, and Content Essentials curricula will be given an assessment at the end of each level to determine proficiency. 2.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 2.B.1.c. Staff Development for Common Core State Standards and CPALMS usage and implementation. 2.B.1.d. Teachers will reflect effectiveness through student progress through student progress within the Lesson Study process. 2.B.1.e. Implement IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson	2.B.1. 2.B.1.a. Science curriculum assessments 2.B.1.b. PLC survey; self-reflection 2.B.1.c. The progress monitoring scales and tests. 2.B.1.d. Fidelity Checks throughout the year. 2.B.1.e. TEAM, Deliberate Practice, student scores. 2.B.1.f. TEAM, Deliberate Practice, student scores.
Science Goal #2B: *Of the 28 students tested, 0% [0] scored in the Above Proficient range (Levels 7, 8, and 9). This is a 3% decrease over last year's scores.*	2012 Current Level of Performance:* **0% [0] scored Above Proficient on the FAA**	2013Expected Level of Performance:* **Expected level of performance 2%**					

			instruction, errorless teaching, direct instruction, task analysis teaching strategies.		Study. 2.B.1.f. Utilize the IEP data Collection Excel Program. This program was developed by a school-based team as a need identified through our Lesson Study.	
		2B.2. Continuous implementation of inquiry-based learning.	2B.2. Focus on inquiry-based instruction in lesson study process.	2B.2. Lesson study teams (includes all teachers in three groups) Lesson study facilitators Administration	2B.2. Teachers will reflect effectiveness through student progress within the Lesson Study process. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms.	2B.2 Lesson Study data collection The progress monitoring scales and tests. Fidelity Checks throughout the year.

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
Science Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
Science Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013Expected Level of Performance:* NA					
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

End of Florida Alternate Assessment High School Science Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Biology 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

End of Biology 1 EOC Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

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
Common Core Subjects Areas	Elementary, Middle and High School Departments	Rikki Kotz, Susan Vucic, Gina Cimino, Mary Adamson	Kotz, Kissee, Abreu, Carpenter, Helmes, McLauglin, Hall, Fairservice, Tautiva, Patterson, Schlenker, Hass, Sturdivant, Cimino, Bombard, Vucic, Kirkman, Lerner, Boyd, Muragua, Johnson, Werking, Reynolds, Adamson, Davis, Vigrass, Wood, Walker, Lott, Hopkins, Reinhardt	1 lesson study process per 9 weeks; Early Release days, planning periods, in class observations	Lesson Study Timeline chart	Robin Meyers, Principal Debbie Stedelin, AP
IEP Writing	All grade levels	Corey Lott	All teachers	Ongoing throughout the school year	IEP training committee (Lott & Walker) will review IEPs 2 weeks before IEP meeting date and will meet with teachers individually for improvement when needed	Corey Lott, ESE School Specialist
Communities of Practice	All grade levels	FLDOE Access Project	All teachers	Online statewide PLC Ongoing throughout the year	Coursework	Robin Meyers, Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School	1A.1. NA for Lake Hills School
Writing Goal #1A: NA for Lake Hills School / 2012 Current Level of Performance:* — NA / 2013 Expected Level of Performance:* — NA					
	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School	1A.2. NA for Lake Hills School
	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School	1A.3. NA for Lake Hills School
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. *In 2011-2012, we exceeded our goal with 28% of our students scoring at the At or Above Proficient level.* *In 2012-2013, we will increase the number of students scoring At or Above Proficient to 30%.* Writing Goal #1B: *Of the 25 students tested, 28% [7] scored in the At or Above Proficient range. This is an 8%* / 2012 Current Level of Performance:* — **28% [7] scored At or Above Proficient on the FAA** / 2013 Expected Level of Performance:* — **Expected level of performance 30%**	1.B.1 The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2011 FAA include: Lack of research-based curricula specifically designed for student with significant cognitive disabilities.	1.B.1 1.B.1.a. Continue using the Writing Without Tears Program for students with significant cognitive disabilities. 1.B.1.b. Utilize teacher-made supplemental materials designed to meet individual student needs. 1.B.1.c. Create and implement scales for continuous summative assessments in classrooms. 1.B.1.d. Ensure that support services (Occupational therapy, Physical Therapy, Assistive Technology, Behavior, Speech/Language strategies are implemented throughout daily instruction. 1.B.1.e. Utilize the CPALMS	1.B.1 1.B.1 a. Administrators, Department Chairs 1.B.1.b. Administrators, PLC facilitators 1.B.1.c. Administrators, and PLC facilitators 1.B.1.d. Administrators, Department Chairs	1.B.1 1.B.1a. Every student using Writing Without Tears Program will be given an assessment at the end of each level to determine proficiency. 1.B.1.b. Lesson Study Groups by department (Elem, MS, HS) will create and implement scales for continuous summative assessments in classrooms 1.B.1.c. Staff Development for CPALMS usage and implementation. 1.B.1.d. Teachers will reflect effectiveness through student progress.	1.B.1 1.B.1.a. Writing Without Tears assessment 1.B.1.b. PLC survey; self-reflection 1.B.1.c. The progress monitoring tests. 1.B.1.d. TEAM , IPDP, student scores.

increase over last year's scores.				standards-based resource system to effectively monitor student learning. 1.B.1.f .Continue small group learning centers using systematic instruction, errorless teaching, direct instruction, task analysis teaching strategies.			

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Writing Professional Development

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
Common Core Subjects Areas	Elementary, Middle and High School Departments	Rikki Kotz, Susan Vucic, Gina Cimino, Mary Adamson	Kotz, Kissee, Abreu, Carpenter, Helmes, McLauglin, Hall, Fairservice, Tautiva, Patterson, Schlenker, Hass, Sturdivant, Cimino, Bombard, Vucic, Kirkman, Lerner, Boyd, Muragua, Johnson, Werking, Reynolds, Adamson, Davis, Vigrass, Wood, Walker, Lott, Hopkins, Reinhardt	1 lesson study process per 9 weeks; Early Release days, planning periods, in class observations	Lesson Study Timeline chart	Robin Meyers, Principal Debbie Stedelin, AP
IEP Writing	All grade levels	Corey Lott	All teachers	Ongoing throughout the school year	IEP training committee (Lott & Walker) will review IEPs 2 weeks before IEP meeting date and will meet with teachers individually for improvement when needed	Corey Lott, ESE School Specialist
Communities of Practice	All grade levels	FLDOE Access Project	All teachers	Online statewide PLC Ongoing throughout the year	Coursework	Robin Meyers, Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
Civics Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
Civics Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

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Civics Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
U.S. History Goal #1: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
			1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School	2.1. NA for Lake Hills School
U.S. History Goal #2: NA for Lake Hills School	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School	2.2. NA for Lake Hills School
			2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School	2.3. NA for Lake Hills School

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U.S. History Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

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.

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
			Total:

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
Due to the nature of our students and many who are medically fragile, attendance is not aligned with policies of regular schools.	NA	NA					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	NA	NA					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	NA	NA					

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Attendance Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: *Lake Hills School is a restrictive environment with self-contained classes and specialized teachers and support staff. Our staff is able to provide intensive behavior interventions in lieu of suspension.*	2012 Total Number of In –School Suspensions *Lake Hills had a >1% Suspension rate for the 2011-2012 school year.*	2013 Expected Number of In- School Suspensions *We expect to maintain a <1% Suspension rate for the 2012-2013 school year.*	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
	2012 Total Number of Students Suspended In-School NA	2013 Expected Number of Students Suspended In -School NA					
	2012 Total Number of Out-of-School Suspensions NA	2013 Expected Number of Out-of-School Suspensions NA					
	2012 Total Number of Students Suspended Out- of- School NA	2013 Expected Number of Students Suspended Out- of-School NA					

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Suspension Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Total:

End of Suspension Goals

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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 next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Lake Hills School will maintain a 0% Dropout Rate for the 2011-2012 school year.*	2012 Current Dropout Rate:* ***Lake Hills had a 0% Dropout rate for the 2011-2012 school year.*** 2012 Current Graduation Rate:*	2013 Expected Dropout Rate:* ***We expect to maintain a 0% Dropout rate for the 2012-2013 school year.*** 2013 Expected Graduation Rate:*	1.1. The anticipated barriers to increasing the percentage of students maintaining proficiency or moving above proficiency on the 2012 FAA include: Because Lake Hills is such a specialized center for disabled students, medical issues are a primary concern for families and their ability to maintain regular or consistent attendance.	1.1. 1.1.a. On-going parent communication, support and connection to available resources 1.1.b On-going informal educational meetings through Guidance Department	1.1. 1.1.a Administration, Guidance, Nursing staff and teachers. 1.1.b. Administration, Guidance, Nursing staff and teachers.	1.1. 1.1.a. Parent Surveys, Meeting Attendance Logs 1.1.b. Parent Surveys, Meeting Attendance Logs.	1.1. 1.1.a. Parent Surveys, Meeting Attendance Logs. 1.1.b. Parent Surveys, Meeting Attendance Logs.

Dropout Prevention Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

<table>
<tr><th colspan="3">Parent Involvement Goal(s)</th><th colspan="5">Problem-solving Process to Parent Involvement</th></tr>
<tr><th colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr>
<td rowspan="3">1. Parent Involvement

Parent Involvement Goal #1:

Lake Hills School will continue the support group/ training program for parent with children with Autism Spectrum Disorder and other related disabilities (Parent Support Group – PSG)</td>
<td>2012 Current Level of Parent Involvement:*

Lake Hills has a parent involvement rate of 10%</td>
<td>2013 Expected Level of Parent Involvement:*

We expect the to increase our level of parent involvement to 15%</td>
<td>1.1. Language Barrier</td>
<td>1.1. Utilize interpreters when needed and send home information about PSG/training program in native language.</td>
<td>1.1. Melissa Walker, Guidance Counselor</td>
<td>1.1. A parent survey will be administered to measure their perception of the effectiveness of the training program</td>
<td>1.1. Agendas, evaluations and/or parent "sign-in" records.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. Communication</td>
<td>1.2. Daily communication folders, monthly newsletters, personal invitation to programs, flyers and school website</td>
<td>1.2. Teachers, Guidance Counselor, Media Specialist, Administration</td>
<td>1.2. A parent survey will be administered to measure their perception of effective communication</td>
<td>1.2. Agendas, evaluations and/or parent "sign-in" records.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3. Parents having inadequate information available to regarding various disabilities and strategies to cope with them.</td>
<td>1.3. Offer a variety of workshops and informational sessions to further educate parents in key areas as noted through parent surveys.</td>
<td>1.3. Melissa Walker, Guidance Counselor; Rebecca Hopkins, Behavior Analyst; Maureen Reinhardt, Behavior Analyst,; Janine Vigrass, S/L; Jeff Davis, AT; Steve Muensterman, OT; Kim Houlden, PT; and various District Level personnel</td>
<td>1.3. A parent survey will be administered to measure their perception of the effectiveness of the training program</td>
<td>1.3. Agendas, evaluations and/or parent "sign-in" records.</td>
</tr>
</table>

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Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide parents with informational workshops providing them with information on support and related services for students with disabilities.	Provide child-care services for parents to attend evening workshops.	Discretionary funds	600.00
			Subtotal:600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			**TOTAL: 600.00**

End of Parent Involvement Goal(s)

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<u>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</u>

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School	1.1. NA for Lake Hills School
	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School	1.2. NA for Lake Hills School
	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School	1.3. NA for Lake Hills School

STEM Professional Development

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
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Provide students 18-22 for post-secondary transition program (see post-secondary transition page goal for description).	1.1. Funding	1.1. Receive Adults with Disabilities grant funds.	1.1. Robin Meyers	1.1. Adult IEP goals	1.1. IEP Data Collection Program
	1.2. Lack of staff to supervise program	1.2. Hire two teacher assistants with AWD grant funds	1.2. Robin Meyers	1.2. Adult IEP goals	1.2. IEP Data Collection Program

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC for vocational classes	Adult students 18-22	Susan Vucic	PLC for 4 vocations classes	Early release days; weekly meetings	IEP data collection on transition goals	Robin Meyers

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School	NA for Lake Hills School
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Hire two teacher assistants to assist in the supervision of work programs	Adults with Disabilities Grant	FLDOE	45,000
			Subtotal: 45000
			TOTAL:45000

End of CTE Goal(s)

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<u>Additional Goal(s)</u>

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

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Additional Goal (Behavioral)</td>
<td>1.1.
Students with significant cognitive disabilities can exhibit aggressive behavior because it is a manifestation of their disabilities.</td>
<td>1.2

Implement de-escalating strategies from PCM training (professional crisis management).

Continue evidence-based practices to support students with behavioral needs(learning centers, structured classroom, positive behavior support strategies)

Two staff members to become CPI trainers</td>
<td>1.3

Robin Meyers
Debbie Stedelin
Becky Hopkins
Missy Walker</td>
<td>1.4
Analyze student behavior data

Classroom observation

Information gained from behavior analysts and IEP teams</td>
<td>1.5

Student behavior data

Employee accident reports</td>
</tr>
<tr>
<td rowspan="2"><u>Additional Goal #1:</u>

80% of teachers and teacher assistants will be certified in CPI by December 2012.

Note: 20% of staff members work with students with severe physical disabilities and have limited mobility. These staff members do not require CPI training.</td>
<td><u>2012 Current Level :*</u></td>
<td><u>2013 Expected Level :*</u></td>
<td></td>
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<tr>
<td>36% of teachers and teacher assistants are currently certified in CPI.</td>
<td>80% of teachers and teacher assistants will be certified in CPI by December 2012.</td>
<td></td>
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</tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

| Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Additional Goal (Health & Safety)			2.1	2.2	2.3	2.4	2.5
Additional Goal #2: 100% of staff members who have direct contact will students will be certified in CPR. 100% of teachers will be certified in First Aid.	2012 Current Level :* 20% of staff members (teachers and teacher assistants) are new hires..	2013 Expected Level :* 100% of teachers and teacher assistants will be certified in CPR. 100% of teachers will be certified in First Aid	Many of the students at Lake Hills School have medical complications and many are medically fragile. CPR and First Aide are imperative to ensure all staff members can provide life saving techniques to students when necessary.	Provide CPR certification training all staff members. Provide additional First Aid training to teachers and professional support services staff.	Chrissy Peterson, RN	Decrease in the severity of medical emergencies on campus.	All certification participants are required to pass a written test and demonstrate mastery of procedures.

Additional Goals Professional Development

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
Crisis Prevention Intervention Certification (CPI)	All grade levels	Becky Hopkins, Behavior Analyst and Missy Walker, Counselor (certified trainers)	Teachers and Teacher Assistants	8 hour training for all new staff members and 3 hour training for re-certifications	All staff members are given a comprehensive written test at the end of training and must pass with 80% or higher. Trainers and administration will monitor the correct use of procedures throughout the year.	Rebecca Hopkins and Missy Walker
First Aid / CPR certification	All grade levels	Chrissy Peterson, RN	Teachers, Teacher Assistants, and Professional Support Staff	3 hours training is required for staff members every year.	Cyclical training depending upon expiration date of certification	Chrissy Peterson, RN

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All teachers and teacher assistants receive or maintain PCM certification.	CPI	Discretionary Funds	2000.00
All teacher and teacher assistants receive or maintain First Aid / CPR certification	CPR / First Aid Training	Discretionary Funds	1000.00
Two staff members will become CPI trainers so that we can train in-house	CPI	IDEA	2500.00
			Subtotal: 5500.00

End of Additional Goal(s)
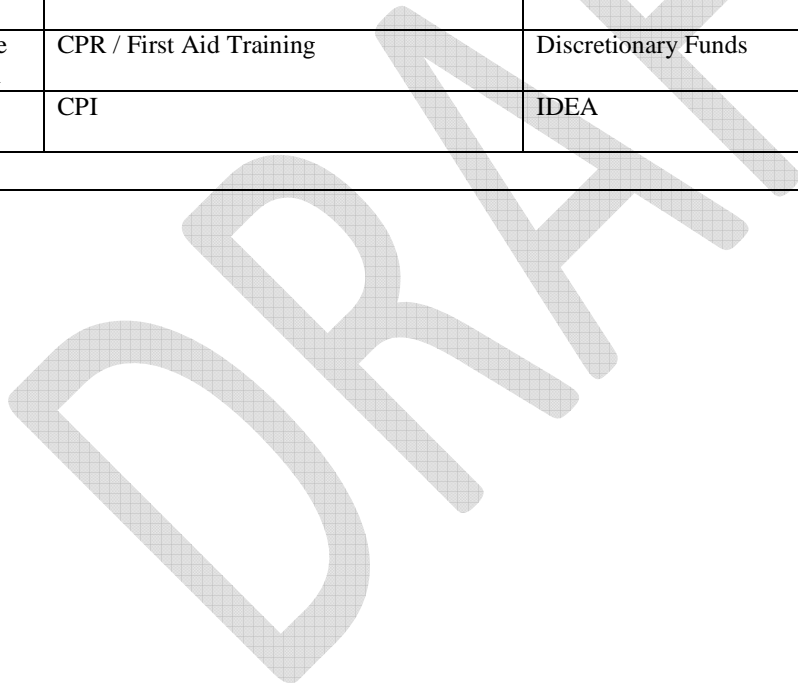
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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 8000
CELLA Budget	
	Total:
Mathematics Budget	
	Total: 8000
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:45000
Additional Goals	
	Total: 5500
	Grand Total:66500

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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.

X Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
Student Achievement Projects	$1000.00