FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SEAGULL ACADEMY

District Name: Palm Beach

Principal: Linda Moore

SAC Chair: Lori Lapidus

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 12/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda Moore	Bachelor of Science	9	9	Students at SAIL do not sit for FCAT, but are assessed through FAA.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					Seagull Academy does not utilize Instructional Coaches

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Partnering new teachers with veteran staff	Erica Spiller, Lead Teacher	Ongoing	
2	Opportunity to collaborate and plan with peers.	Erica Spiller, lead teacher	Ongoing	
3	A variety of professional development opportunities will be offered, based upon stated needs of teachers and staff.	Linda Moore, Principal	Ongoing	
4	Regular meetings of new teachers with principal, as well as lead teacher.	Linda Moore, principal	Ongoing	
5	Job search, Teacher Fest and referrals to hire certified and Highly Qualified teachers.			
6				
7				
8				
9				
10				
11				
12				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We have one paraprofessional who is not highly qualified per NCLB standards.	In preparation for sitting for the ParaPro Assessment in November of 2012, individual is completing a study program with staff support and attendance in both school and district wide professional development trainings.

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
4	0.0%(0)	50.0%(2)	50.0%(2)	0.0%(0)	50.0%(2)	100.0%(4)	0.0%(0)	0.0%(0)	0.0%(0)

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
Erica Spiller	Robert Rogers, Jr.	Mentor will demonstrate how mentee can incorporate reading instruction into his daily lessons, and will model innovative instructional techniques for use in his classroom.	The mentor and mentee will meet on a bi-weekly basis to review lesson plans and discuss student progress. Mentor will also observe mentee in teaching activity at least once every two weeks, after which feedback and coaching will be provided.
Erica Spiller	Caroyln Rhodes	Mentor will demonstrate how mentee can incorporate reading instruction into his daily lessons, and will model innovative instructional techniques for use in his classroom.	The mentor and mentee will meet on a bi-weekly basis to review lesson plans and discuss student progress. Mentor will also observe mentee in teaching activity at least once every two weeks, after which feedback and coaching will be provided.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Program insures that SAIL students, all of whom have already been found to be eligible for ESE services, receive the individualized/remedial education that they require. Title I contributes to funding available for professional development activities, effective and appropriate reading instruction, and parental involvement. Specifically, Title I funds supplement the salary of a reading paraprofessional, who provides direct instruction and support to students during small group activities and whole group reading instruction.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

SAIL incorporates the district-wide implementation of single school culture, as well as appreciation of multicultural diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Two employment specialists, who act in partnership with Workforce Alliance and local employers, will provide students with needed job skills and ongoing support that will enhance their capability for full-time employment.

Job Training

The supported employment component of the SAIL curriculum, as well as principles included in the Life-Centered Career Education (LCCE) curriculum, serve to provide training in areas such as completion of job applications, the creation of a resume, effective interviewing skills, appropriate job attire and social skills for employment. We maintain a partnership with the Veteran's Hospital that will further student development of vocational and occupational skills.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, ESE classroom teacher, guidance counselor, employment specialist and case manager.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive).

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Topics for discussion will include, but are not limited to, the following: student performance on the FAA and strengths and weaknesses of educational programs.

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.

> Baseline data:
> Curriculum Based Measurement
> Teacher-Made Assessments
> Diagnostic Assessment for Reading (DAR)
> Brigance Diagnostic Life Skills Inventory
> LCCE Assessments
> Office Discipline Referrals
> Retentions
> Absences
>
> Midyear data:
> Teacher-Made Assessments
> Life-Centered Career Education Assessments
>
> End of year data:
> Florida Alternate Assessment (FAA)
> Teacher- Made Assessments

Describe the plan to train staff on MTSS.

> Professional development will be offered to RtI Facilitator by school staff every Wednesday during SY 2013. The school-based RtI Facilitator will provide in-service to faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following: Problem Solving Model; consensus building; Positive Behavioral Intervention and Support (PBIS); data-based decision-making to drive instruction; progress monitoring; selection and availability of research-based interventions; and tools utilized to identify specific discrepancies in reading.
>
> Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The school-based Literacy Leadership Team is comprised of the following members: principal, lead teacher, ESE classroom teacher, and employment specialist.

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

> The Literacy Leadership Team will meet at least twice per month to review individual student progress and diagnostic data. Based on this information, the team will collaborate to identify creative and research-based instuctional methods in order to enhance learning in the classroom. The LLT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic support (supplemental or intensive).

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

> The LLT will utilize Caught Reading, a functional reading program, developed and designed specifically to assist struggling readers to make learning gains in reading. This program will be individualized to each specific student and will focus on developing literacy skills that will prepare each student to advance in his/her chosen field of employment.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Seagull Academy utilizes a specialized curriculum designed for students who have significant cognitive impairments. Its core components are reading, math, daily living skills and personal/social skills. The lead teacher, who is also responsibile for reading instruction, reviews the lesson plans of both the math and daily living skills teachers. When doing so, she is ensuring not only appropriateness of content, but also provides feedback and suggestions as to how her peers may incorporate the instruction of reading strategies into their lessons.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The curriculum utilized at Seagull Academy is guided by the concepts included within the Life Centered Career Eduction curriculum, published by the Center for Exceptional Children. The core components of this program are Personal/Social Skills, Occupational Skills and Daily Living Skills. It is the mission of Seagull Academy to prepare students for independent adult living; therefore, students receive direct and specific instruction as to how lesson content relates to their ultimate goal of achieving their maximum level of independence.

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?

The students at Seagull Academy graduate with a Special Diploma, which does not satisfy the entrance requirements of four-year postsecondary educational programs. Each student who is of appropriate age and who has demonstrated sufficient skills to begin the process of career exploration works closely with a job coach/employment specialist, who in turn collaborates with the student's instructors in order to facilitate the efficient acquisition of job readiness skills. For those students who seek to engage in post-secondary vocational programs, tutoring and individualized study materials are offered to promote the highest possible level of student success.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Students at Seagull Academy cannot participate in traditional postsecondary learning opportunities, public or private, because the academic requirements needed for a Special Diploma are less rigorous than those of a Standard Diploma. They are, however, eligible to seek certificates in a variety of Post Secondary Adult Vocational areas.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	50% (5) of students achieved a level of 4,5, or 6 on the reading portion of the FAA.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
50% (5) of students achieved a level of at least 4 on the FAA in reading.	60% (13) of students will achieve a level of at least 4 on the FAA in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with student learning.	Will utilize Caught Reading Curriculum to facilitate the development of individualized reading program for each student	Reading instructor	Weekly review of student performance on teacher made assessment, as well as completion of workbook assignments	SRI and FAA
2	Persistent and/or significant cognitive deficits interfere with student learning.	Employ reading paraprofessional to assist students in small group and individual learning activities	Reading instructor	Weekly review of student performance on teacher made assessment, as well as completion of workbook assignments	SRI and FAA
	Persistent and/or cognitive deficits interfere with student learning.	Reading instructor will utilize technology (MIMIO), differentiated instruction, small group	Reading instructor	Weekly review of student performance on teacher made assessment, as well as completion of	SRI and FAA

3		activities and cooperative learning techniques to promote retention of literacy skills.			workbook assignments	
4	Students read at a variety of levels, although all read significantly below-grade level.	Utilize Caught Reading curriculum to develop reading skills, along with differentiated and small group activities.	Reading instructor	Weekly review of student performance on teacher made assessment, as well as completion of workbook assignments	SRI, FAA, Dolch sight words and community sign recognition.
5	Students require small group or individual instruction in order to achieve individual reading goals.	Employ reading paraprofessional to provide small group instruction in reading.	Reading instructor	Continuous monitoring of student performance to determine effectiveness of instruction.	SRI and FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	10% (1) of students achieved an achievement level of 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1) of students achieved an achievement level of 7 on the FAA.	20% (5) of students will achieve an achievement level of 7 on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with student learning.	Will utilize Caught Reading curriculum to facilitate the development of individualized reading program for each student to maximize student	Reading instructor	Weekly review of student performance on teacher made assessments, as well as completion of workbook assignments.	SRI and FAA

			progress.	
2	Persistent and/or significant cognitive deficits interfere with student learning.	Employ reading paraprofessional to assist students in small group and individual learning activities.	Reading instructor	Weekly review of student performance on teacher made assessments, as well as completion of workbook assignments.	SRI and FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students at Seagull Academy are exempt from FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	50% (5) of students made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5) of students made learning gains in reading.	60% (13) of students will make learning gains in reading.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with learning capability of students.	All instructors will engage students through use of technology, manipulatives and hands-on activities to promote retention of literary material.	Reading instructor and IEP team	Performance on SRI assessment and student performance, as measured against specific short-term and annual objectives as delineated in IEP.	FAA and student progress towards achievement of short-term and annual IEP goals and SRI assessment.
2	Students read at a variety of grade levels, although all students read significantly below grade-level.	The Caught Reading curriculum will be used to develop reading skills, along with use of differentiated instruction techniques, individual instruction and small group activities.	Reading instructor	Performance on SRI assessment and student performance, as measured against specific short-term and annual objectives as delineated in IEP.	FAA and student progress towards achievement of short-term and annual IEP goals and SRI assessment.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Persistent and/or significant cognitive deficits interfere with learning capability of students.	All instructors will utilize technology (MIMIO), manipulatives and hands-on activities to promote retention of literacy skills.	Reading instructor and ESE coordinator	Continuous monitoring of student performance to determine effectiveness of instruction.	A variety of teacher-made assessments and student observation, FAA, Caught Reading assessments and SRI.
4	Students require small group or individual instruction in order to achieve individual reading goals.	A reading paraprofessional will be employed to provide small group instruction in reading.	Reading instructor	Continuous monitoring of student performance to determine effectiveness of instruction.	A variety of teacher-made assessments and student observation, FAA, Caught Reading assessments and SRI.
5	Persistent and/or significant cognitive and language deficits interfere with learning capability of students.	Reading instructor will incorporate community instruction techniques to expose students to safety and other informational signs that exist in community.	Reading instructor	Continuous monitoring of student performance to determine effectiveness of instruction.	A variety of teacher-made assessments and student observation, and FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Students at Seagull Academy are exempt from the FCAT; rather, the FAA is administered to eligible students. In six years, 60% of eligible students will make learning gains of at least one proficiency level, as assessed by the					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50% proficient					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students based upon ethnicity.

Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT. Rather, they are assessed by administration of the FAA, which does not distinguish students by ethnicity.				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students identified as English Language Learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT. Rather, they are assessed by administration of the FAA, which does not distinguish ELL students.	ELL students are administered the CELLA. Where appropriate, accommodations are made to facilitate learning of those students who speak a second language.	ESE coordinator and Lead teacher	Continuous monitoring to student performance to determine effectiveness.	A variety of teacher-made assessments and student observation, FAA, and CELLA.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All students at Seagull Academy are identified as having disabilities and are exempt from the FCAT; however, 50% of students attained proficiency in reading, as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% of students attained proficiency in reading, as measured by the Florida Alternate Assessment.	In 2013, 60% of students will attain proficiency in reading, as measured by the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy have significant persistent and/or cognitive deficits that interfere with academic progress.	Instructors in all subject areas will utilize differentiated instruction, technology, manipulatives, small group and cooperative learning activities to promote learning.	Principal and lead teacher	Classroom walkthroughs	A variety of teacher-made assessments and observations of student performance and FAA.
2	All students at Seagull Academy have significant social deficits that interfere with academic progress.	Students will participate in small group social skills instruction.	Guidance counselor	Continuous monitoring of student performance to determine effectiveness.	A variety of teacher-made assessments and observations of student performance and FAA.
3	Perisistent and/or significant cognitive and language deficits interfere with academic progress of students.	Reading instructor will incorporate community instruction techniques to expose students to safety and other informational signs that exist in community.	Reading instructor	Continuous monitoring of student performance to determine effectiveness.	A variety of teacher-made assessments and observations of student performance and FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students according to economic status.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT. Rather, they are assessed by administration of the FAA, which does not distinguish students by economic status.				

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
Cooperative Learning Strategies	6-12	Rycki Spiller	School-wide	PDD and bi-monthly	Classroom walkthroughs	Lead Teacher
Differentiated Instruction	6-12	Rycki Spiller	School-wide	PDD	Classroom walkthroughs	Lead Teacher
Alternate and teacher-generated assessments	6-12	Rycki Spiller	School-wide	PDD	Student performance	Lead Teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Caught Reading	Workbooks	SAIL	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Reading Inventory	Computerized Assessment	SDPBC	$0.00
Destination Knowledge	Computerized Reading Curriculum	SAIL	$3,700.00
			Subtotal: $3,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Cooperative Learning in Reading	Supplies, supplementary materials	Title I	$519.72
			Subtotal: $519.72
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading - classroom support	Salary for paraprofessional	Title I	$4,601.22
			Subtotal: $4,601.22
			Grand Total: $10,820.94

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	100% (2) of students identified as English Language Learners were proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
100% (2) of students identified as English Language Learners were proficient in Listening/Speaking.	
Problem-Solving Process to Increase Student Achievement	

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

Students read in English at grade level text in a manner similar to non-ELL students.

| 2. Students scoring proficient in reading.

CELLA Goal #2:	0% (0) of students identified as English Language Learners were proficient in reading.

2012 Current Percent of Students Proficient in reading:

0% (0) of students identified as English Language Learners were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive and language deficits interfere with learning capability of students.	Utilize language immersion and inclusion in primarily English speaking classes to facilitate learning.	ESOL contact	Teacher observations	CELLA

Students write in English at grade level in a manner similar to non-ELL students.

| 3. Students scoring proficient in writing.

CELLA Goal #3:	0% (0) of students identified as English Language Learners were proficient in writing.

2012 Current Percent of Students Proficient in writing:

0% (0) of students identified as English Language Learners were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive and language deficits interfere with learning capability of students.	Utilize language immersion and inclusion in primarily English speaking classes to facilitate learning.	ESOL contact	Teacher observations	CELLA

CELLA Budget:

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

End of CELLA Goals

CELLA Budget:

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	60% (6) of students at Seagull Academy achieved a level of 4, 5 or 6 on the FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6) of students at Seagull Academy achieved a level of 4, 5 or 6 on the FAA in math.	70% (15) of eligible students at Seagull Academy will achieve a level of 4, 5 or 6 on the FAA in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with student learning.	Utilize paraprofessional to assist students in small group and individual learning activities.	Math teacher	Weekly review of student performance on teacher made assessments or assignments.	FAA and teacher made assessments.
2	Persistent and/or significant cognitive deficits interfere with student learning.	Math instructor will utilize technology (MIMIO), differentiated instruction, small group activities and cooperative learning techniques to promote retention of skills.	Math teacher	Weekly review of student performance on teacher made assessments or assignments.	FAA and teacher made assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	10% (1) of students at SAIL achieved a score at or above Level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1) of students at SAIL achieved a score at or above Level 7 in math.	10% (2) students at SAIL achieved a score at or above Level 7 in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive deficits interfere with student learning.	Employ math paraprofessional to assist students in small group and individual learning activities.	Math instructor	Weekly review of student performance on teacher made assessments and assignments.	FAA and teacher made assessments
	Significant cognitive deficits interfere with student learning.	Math instructor will utilize technology (MIMIO), differentiated	Math instructor	Weekly review of student performance on teacher made	FAA and teacher made assessments

2	instruction, small group activities and cooperative learning techniques to promote retention of math skills.	assessments and assignments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	60% (6) of students at Seagull Academy achieved learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6) of students at Seagull Academy achieved learning gains in math.	70% (15) of students at Seagull Academy will achieve learning gains in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with student learning.	Employ math paraprofessional to assist students in small group and individual learning activities.	Math teacher	Weekly review of student performance on teacher made assessments and assignments.	FAA, STAR Math and performance on teacher made assessments and assignments.
2	Persistent and/or significant cognitive deficits interfere with student learning.	Incorporate use of technology, games, manipulatives, Touch Math, and hands-on activities to promote retention of taught material.	Lead Teacher	Weekly review of student performance on teacher made assessments and assignments.	FAA, STAR Math and performance on teacher made assessments and assignments.

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # Students at Seagull Academy are exempt from the FCAT; rather, the FAA is administered to eligible students. In six years, 70% of eligible students will make learning gains of at least one proficiency level, as assessed by the 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		60% proficient				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students based upon ethnicity.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		N/A`		

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students based upon ethnicity.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students based upon ELL status.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students based upon ELL status.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students at Seagull Academy are identified as having disabilities and are exempt from the FCAT; however, 60% of students achieved satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% achieved satisfactory progress in math.	70% of students will achieve satisfactory progress in math..

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	All students at Seagull Academy have persistent	Math instructor will utilize differentiated instruction,	Principal and lead teacher	Classroom walkthroughs	A variety of teacher-made

1	and/or significant cognitive deficits interfere with academic progress.	technology, games, manipulatives, small group and cooperative learning activies to promote retention of taught material.			assessments and observations of student performance, Star Math and FAA.
2	All students at Seagull Academy have persistent and/or significant social deficits that interfere with academic progress.	Students will participate in small group social skills instruction.	Guidance counselor	Continuous monitoring of student performance to determine effectiveness.	A variety of teacher-made assessments and observations of student performance, Star Math and FAA.
3	All students at Seagull Academy have persistent and/or significant cognitive deficits interfere with academic progress.	Instructor will utilize small group and cooperative learning activities.	Lead teacher	Classroom walkthroughs	A variety of teacher-made assessments and observations of student performance, Star Math and FAA.
4	All students at Seagull Academy have persistent and/or significant social deficits that interfere with academic progress.	Students will participate in small group social skills instruction.	Lead teacher	Classroom walkthroughs	A variety of teacher-made assessments and observations of student performance, Star Math and FAA.

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Students at Seagull Academy are exempt from the FCAT, and the FAA does not distinguish students according to economic status.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at Seagull Academy are exempt from the FCAT, and the FAA doe not distinguish students according to economic status.				

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	All students at Seagull Academy are exempt from FCAT.

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	All students at Seagull Academy are exempt from FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

			Monitoring	Strategy	
1	All students at Seagull Academy are exempt from the FCAT.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cooperative Learning Strategies	6-12	Rycki Spiller	School-wide	PDD and bi-monthly	Classroom walkthroughs	Lead teacher
Technology in the Classroom	6-12	Aaron Rudy	School-wide	PDD and bi-monthly	Classroom-walkthroughs	Lead teacher
Differentiated Instruction	6-12	Rycki Spiller	School-wide	PDD and bi-monthly	Classroom walkthroughs	Lead teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase ability to accurately assess students to determine individual academic ability and achievement.	STAR Math	SAIL	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math instructor will utilize			

| technology and small group activities to promote retention of skills. | Fixed decimal money calculators | SAIL | $400.00 |
| | | | Subtotal: $400.00 |

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $700.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	0% (0) of eligible students achieved Levels 4,5, and science, as measured by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of eligible students achieved Levels 4,5, and science, as measured by the FAA.	50% (2) of eligible students will achieve Levels 4,5, and science, as measured by the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy have persistent and/or significant cognitive deficits that interfere with academic progress.	Instructor will utilize differentiated instruction, technology, manipulatives, small group and cooperative learning activities to promote learning.	Principal and lead teacher	Classroom walkthroughs	A variety of teacher-made assessments and observations of student performance and FAA.
2	All students at Seagull Academy have persistent and/or significant social deficits that interfere with academic progress.	Students will participate in small group social skills instruction.	Guidance counselor	Continuous monitoring of student performance to determine effectiveness.	A variety of teacher-made assessments and observations of student performance and FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	100% (1) of eligible students achieved Level 7 or higher

Science Goal #2:	in science, as measured by the FAA.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of eligible students achieved Level 7 or higher in science, as measured by the FAA.	21% (3) of eligible students will achieve a Level 7 or higher in science, as measured by the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy have persistent and/or significant cognitive deficits that interfere with academic progress.	Instructor will utilize differentiated instruction, technology, manipulatives, small group and cooperative learning activities to promote learning.	Principal and lead teacher	Classroom walkthroughs	A variety of teacher-made assessments and observations of student performance and FAA.
2	All students at Seagull Academy have significant social deficits that interfere with academic progress.	Students will participate in small group social skills instruction.	Guidance counselor	Continuous monitoring of student performance to determine effectiveness.	A variety of teacher-made assessments and observations of student performance and FAA.

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	All students at Seagull Academy are exempt from the

	Biology Goal #2:	FCAT.			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	N/A	N/A			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

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
Cooperative Learning Strategies	6-12	Rycki Spiller	School-wide	PDD and bi-monthly	Classroom walkthroughs	Lead teacher
Differentiated Instruction	6-12	Rycki Spiller	School-wide	PDD	Classroom walkthroughs	Lead teacher

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	50% (2) of eligible students scored at 4 or higher as assessed by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2) of eligible students scored at 4 or higher as assessed by the FAA.	60% (6) of eligible students will achieve a score of 4 or higher as assessed by the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Persistent and/or significant cognitive deficits interfere with student learning.	Employ reading paraprofessional to assist students in small group and individual learning activities that promote writing skills.	Reading instructor	Weekly review of student performance on teacher made assessments, as well as completion of Caught Reading workbook assignments.	Student performance on Caught Reading workbook assignments, journals and FAA.

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
Cooperative Learning Strategies	6-12	Erica Spiller	School-wide	PDD and bi-weekly	Classroom walfthroughs	Lead teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Caught Reading	Caught Reading workbooks	SAIL	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	All students at Seagull Academy are exempt from the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	All students at Seagull Academy are exempt from the FCAT.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students at Seagull Academy are exempt from the FCAT.				

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

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

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

U.S. History Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The curriculum at Seagull Academy is unique in that the requirements for attendance/participation differ depending upon the student's educational goals. For example, for those students seeking an Option 1 Diploma, regular school attendance is required. In 2011-2012, 88% of Option 1 students maintained the minimal level of consistent attendance required to earn full credit for class completion. For post-graduates who are working or students seeking an Option 2 Diploma, satisfactory work performance or active participation in the job seeking process is required, respectively (monitored regularly by job coaches), rather than attendance at school during the academic day. Approximately 53% of these students maintained satisfactory attendance according to that definition, which is measured, in part, by attendance at most scheduled appointments with their job coach and cooperation with any efforts made to secure competitive employment on their behalf. Clearly, this group is the most difficult to manage, with an "attendance" rate of 12 out of 23. For that reason, the objective shall be focused on this final category. The goal will be to increase the "attendance" rate of this final category to 70%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
88% (46 students of 52) of Option 1 students maintained regular and satisfactory attendance.	93% (52 students out of 56) of Option 1 students will maintain regular and satisfactory attendance.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
75% (3 out of 4) of students who were enrolled in the Option 2 Diploma program missed at least 2, but less than 6, employment-related commitments during the course of the school year in 2012.	It is expected that 55% (4 out of 9) of students who are enrolled in the Option 2 Diploma program will miss no more than 4 employment-related commitments during the course of the school year in 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0% of students had excessive tardies in 2012.	0% of students are expected to have excessive tardies in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absence of student motivation.	Conduct interest surveys to identify students' interests regarding available vocational options so as to maintain student	Job coach	Rate of employment acquisition for students.	Student attendance.

		motivation during employment seeking process.			
2	Availability of reliable transportation.	Arrange for students to meet job coaches at locations easily accessble by public transportation and provide access to free or reduced rate Palm Tran bus passes.	Job coach	Examine number of missed appointments between students and job coaches.	Student attendance.
3	Absence of student motivation.	Establish partnerships with community businesses to allow students to participate in internships that are designed to attract and maintain student interest.	Job coach	Monitor attendance and student participation with scheduled interniships.	Student attendance and evaluation of performance during internships.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Providing free public transportation for our students.	Palm Tran bus passes and Palm Tran Connection tickets.	SAIL	$4,500.00
			Subtotal: $4,500.00
			Grand Total: $4,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Seagull Academy is a middle and high school for ESE students, who are entitled to specific due process rights in regards to the imposition of discipline. Because many of the behavior issues that arise are linked in some manner to students' disabilities, suspension is rarely imposed. Only in rare cases where the offending behavior is clearly not a manifestation of the student's disability is an out of school suspension imposed. There is no in-school suspension alternative at Seagull Academy.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	4

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Behavior issues are often related to the primary disability of students.	Develop a school-wide behavior plan that utilizes positive reinforcement techniques as a means of promoting appropriate student behavior.	Principal	Review of internal incident reports and review of student behavior while in class.	Observation
2	Behavior issues are often related to the primary disability of students.	Conduct small group social skills groups to enhance students' ability to develop productive and appropriate social relationships with others, utilizing instructional techniques such as role-play.	Family counselor	Review of internal incident reports and review of student behavior while in class.	Observation of student performance in role-play scenarios.
	Behavior issues are often related to the	Develop relationships within community to	Principal	Review of internal incident reports and	Observation of student

3	primary disability of students.	assist in illustrating appropriate and mature behavior, in addition to direct instruction and small group social skills group instruction.		review of student behavior while in class.	performance in role-play scenarios and real-life settings.

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
PBIS, classroom management techniques and the token economy.	6-12	Lead Teacher, Guidance Counselor	School-wide	Early release days and teacher work days.	Classroom walk-throughs and incident report reviews.	Principal

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Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Students at Seagull Academy are eligible to receive a Special Diploma, and are entitled to remain in school until age 22. For those students who are in danger of dropping out of school, an Option 2 Special Diploma is offered, which allows the students to engage in competitive employment for at least 635 hours and demonstrate mastery of certain key concepts relating to independent adult life. For this reason, students at Seagull Academy typically do not "drop out."
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
90	100

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absence of student motivation.	Establish partnerships with community businesses to allow students to participate in internship that are designed to attract and maintain student interest.	Job coach	Moniter attendance and student participation with scheduled internships.	Student attendance and evaluation of performance during internships, as well as job acquisition and maintenance.

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

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

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

Dropout Prevention Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Approximately 60% (38) of parents attended scheduled annual IEP meetings and monthly communication between parents and teachers did increase, utilizing the telephone, e-mail, text, newsletters, conferences and other written correspondence.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 60% (38) of parents attended scheduled annual IEP meetings and monthly communication between parents and teachers did increase, utilizing the telephone, e-mail, text, newsletters, conferences and other written correspondence.	It is expected that 80% (51) of parents will attend scheduled annual IEP meetings and that monthly communication between parents and teachers will increase, utilizing the telephone, e-mail, text, newsletters, conferences and other written correspondence.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation for parents.	Offer to meet parents at site that is accessible by public transportation or at times when alternative transportation arrangments may be made.	Principal.	Maintain record of parental attendance at annual IEP meeting.	Annual IEP meeting attendance by parents.
2	Limited parent participation in school-wide extracurricular activities.	Publish bi-monthly school newsletters and provide frequent reminders of school functions and ways in which parents may become involved.	Principal.	Monitor parent involvement in school-wide extracurricular activities.	Attendance by parents at school-wide extra-curricular activities.
3	Limited parent participation in student academic program.	Share learning strategies and parenting tips.	Principal.	Monitor student academic progress and maintain record of parental attendance at	Student performance and annual IEP meeting

					annual IEP meeting.	attendance by parents.
4	Limited number of community business partners.	Publish monthly newsletters for issuance to a variety of community partners via e-mail, which will include a calendar of community outings for students, with an invitation for parents to participate.	Principal.		Monitor acquisition of community partners.	Collaboration with new business partners.
5	Limited input of parents in drafting of Parent-School Compact and Family Involvement Plan.	Hold Annual Meeting at which time parents will be invited to review Tentative Compact/Plan and provide comments and ideas for improvement.	Principal.		Parent participation in final version of Parent-School Compact and Family Involvement Plan.	Review of Parent-School Compact and Family Involvement Plan.
6	Limited parental involvement in school activities.	Develop additional parent volunteers for School Advisory Council (SAC) and schedule meetings at flexible times to promote parental attendance.	Principal.		Parent participation in SAC and other school activities.	Number of parent members on SAC.
7	Limited attendance at Parent Training activities.	Poll parents to determine topics of interest. One training has been admininstered after receiving input from parents, which was well attended. A second training will be administered in the fall of 2012.	Principal.		Maintain record of parental attendance at parent trainings.	Attendance by parents at parent training sessions.
8	Limited parental involvement in school environment.	Parents will participate in Title I Parent Survey, results of which will be reviewed by SAC.	Principal.		Parent participation in Title I Parent Survey.	Results of Title I Parent Survey.
9	Limited number of community business partners.	Internships and volunteer opportunities will be developed (e.g. Florida Fishing Academy, ARC, Inc., Veteran's Administration, Chrysalis Center).	Principal.		Number of partnerships developed.	Quality of feedback received from community partners.
10	Limited communication between parents and school staff.	Encourage and promote participation via e-mail, text, phone calls, parent conferences and information provided in student backpacks or journals.	Lead teacher.		Frequency of parent-school staff contact.	Quality and frequency of feedback received from parents.

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

Parent Involvement Strategies	6-12	Lead Teacher	All Instructional staff	PDD	Monitor parental involvement in scheduled IEP and school activities	ESE and Title I contacts

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent involvement	Parent training workshop	Supplies, food for training	$76.17
			Subtotal: $76.17
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $76.17

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	50% (10) of eligible students will participate in internships at community businesses.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absence of student motivation.	Establish partnerships with community businesses to allow students to participate in internships that are designed to attract and maintain student interest.	Job coach	Monitor attendance and student participation with scheduled internships.	Student attendance and evaluation of performance during internships.
	Students possess	Provide direct	Job coach and	Daily attendance,	Teacher and job

2	unrealistic expectations of adult vocational life.	instruction to middle school adolescents to develop realistic vocational goals.	instructional staff.	student performance and vocational instruction.	coach observations.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Caught Reading	Workbooks	SAIL	$2,000.00
Mathematics	Increase ability to accurately assess students to determine individual academic ability and achievement.	STAR Math	SAIL	$300.00
Writing	Caught Reading	Caught Reading workbooks	SAIL	$2,000.00
Parent Involvement	Increase parent involvement	Parent training workshop	Supplies, food for training	$76.17
				Subtotal: $4,376.17

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Scholastic Reading Inventory	Computerized Assessment	SDPBC	$0.00
Reading	Destination Knowledge	Computerized Reading Curriculum	SAIL	$3,700.00
Mathematics	Math instructor will utilize technology and small group activities to promote retention of skills.	Fixed decimal money calculators	SAIL	$400.00
				Subtotal: $4,100.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cooperative Learning in Reading	Supplies, supplementary materials	Title I	$519.72
CELLA	ESOL certification	School district sponsored certification courses	SDPBC	$0.00
				Subtotal: $519.72

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading - classroom support	Salary for paraprofessional	Title I	$4,601.22
Attendance	Providing free public transportation for our students.	Palm Tran bus passes and Palm Tran Connection tickets.	SAIL	$4,500.00
				Subtotal: $9,101.22
				Grand Total: $18,097.11

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁⁿ Priority	ꞁⁿ Focus	ꞁⁿ Prevent	ꞁⁿ NA

Are you a reward school: ꞁⁿ Yes ꞁⁿ No

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

No Attachment (Uploaded on 11/6/2012)

School Advisory Council

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	$0.00

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

SAC will be monitoring the School Improvement Plan and focus on the development of parent training activities, as well as the development of strategies designed to promote parent involvement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found