

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
Tallahassee, Florida 32399

School Name: ESCAMBIA WESTGATE CENTER

District Name: Escambia

Principal: Susan Berry

SAC Chair: Jim Joiner

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

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	Susan Berry	BS-Elementary Education, Troy State University; BS- Special Education, Troy State University; Master of Science-Education Leadership, University of West Florida Principal Certification- State of Florida	38	19	Principal Escambia Westgate School 2012-2013: Ungraded- Entire school takes Florida Alternate Assessment. AYP: 2011= 2010=82% 2009=72% 2008=100% 2007=64% 2006=100% 2005=100% 2004=100%

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)
NA - No Instructional Coaches at Westgate for 2012-2013	NA	NA			NA

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				
2	1. Meet with new teachers after they have worked 30 days and again after 90 days. 2. Classroom visits on what is working and what is not working in classroom. 3. Partnering new teachers with mentor teachers 4. Soliciting referrals from current employees 5. Student Teachers- UWF	Principal, Curriculum Coordinator	On-Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	Professional Development using PD360, Teachscape and Educational Impact. Professional Learning Communittes using Danielson Frameworks.

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
44	9.1%(4)	31.8%(14)	27.3%(12)	31.8%(14)	43.2%(19)	100.0%(44)	15.9%(7)	6.8%(3)	18.2%(8)

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
			The mentor provides support for the new

Judy Meyer	Vacant Positions have not been filled yet.	National Board Certified Mentor	teacher by assisting with planning, classroom management and parent communication. The mentor can also observe the beginning teacher and provide feedback to the person
Charlotte Tucker	Vacant Positions have not been filled yet	National Board Certified Mentor	The mentor provides support for the new teacher by assisting with planning, classroom management and parent communication. The mentor can also observe the beginning teacher and provide feedback to the person
Lynne Pinder	Vacant Positions have not been filled yet	National Board Certified Mentor	The mentor provides support for the new teacher by assisting with planning, classroom management and parent communication. The mentor can also observe the beginning teacher and provide feedback to the person

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

Funds are used to supplement instruction in the classroom by: purchasing more computers, smart technology, software programs, assistive technology, communication devices and classroom supplies.
The district coordinates with Title 11 and Title 111 ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met. After thorough checking of Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are three migrant students at Escambia Westgate. We provide assistance with nutrition, health and wellness, and additional curriculum support.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office. Our school does not serve Title 1, Part D students.

Title II

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities.

Title III

Escambia Westgate does not currently serve any ELL students. Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Title X- Homeless

The School works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office. At Escambia Westgate we have identified 4 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) SAI funds were reduced and/or eliminated from our school's budget. In the past, we used SAI money to supplement Extended School Year with supplies and activities.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Positive Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events and through school computer networks. In addition, our district has the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding during the Extended School Year program.

Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title 1 Prekindergarten Office.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Not Applicable

Job Training

High school students at Westgate may participate in the different phases of vocational training.

1. Non-paid work experience on-campus.
2. Non-paid work experience off-campus.
3. Supported employment- paid job in private sector.

All phases of work experience include the assistance of an on-the-job training (OJT) coordinator and a job coach.

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Susan Berry, Principal
Susie Watson, Curriculum Coordinator
Beth Thead, Behavior Coach
Melissa Diaco, ESE Teacher
Robyn Hardy, ESE Teacher
Amy Bates, ESE Teacher
Susann Feil, ESE Teacher

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

The Leadership Team will focus meetings on developing and maintaining a problem-solving process to encourage and support high achievement in our teachers, staff and students. The team will meet bi-monthly to review data and collaborate, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

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

The Leadership Team with the School Advisory Council (SAC) and Principal will help develop the SIP. The Team provided data on academic and social/emotional areas needs, helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching and aligned procedures.

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.

Florida Alternate Assessment

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' planning time and small sessions throughout the school year. The Leadership Team will also evaluate additional Professional Development needs during team meetings.

Describe the plan to support MTSS.

NA

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At Escambia Westgate Center our Literacy Leadership Team is our Reading Leadership Team.

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

Determine instructional needs by reviewing SSS Access Points for Reading. Plan instruction using evidence-based instruction within a 90 minute Language Arts Block. Student progress is assessed using rubrics, check-sheets, teacher observation. Person Responsible for Monitoring is the ESE Teacher, Curriculum Coordinator and Principal

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

Continue and expand the Awards Reading Program and expand to include the Awards Pre-K on line program. Continue to use the MeVille to WeVille reading curriculum for students not using the Awards program.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/8/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Escambia Westgate is a center school for Exceptional Student Education. As such, we serve students who range in age from 3

years old to 22 years old. When a child is identified as needing Special Education services through Child Find at the age of three, Escambia Westgate may be given as an educational option for a parent to consider. It is recommended that the parent tour our school in order to make a more informed decision for the placement of their child.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The access points for ESE in the Sunshine State Standards provide guidelines for reading. All teachers at EWS understand their responsibility for teaching reading within all core subjects.

*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?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Through Transition and the IEP process academic and career planning are discussed with the student and parents. Appropriate goals and plans are created with a shared vision for a course of study that will be implemented by the high school staff.

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](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Escambia Westgate is a special day school for students with significant developmental disabilities. All Escambia Westgate Students are assessed by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable.	Not Applicable.

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students scoring at the proficient level by 1% on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 45% (54) scored proficient on the Florida Alternate Assessment. In 2012, 39% (51) scored proficient on the Florida Alternate Assessment.	40% will score proficient on the 2013 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
	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.

1	Behavioral disabilities impede instruction time and ability.	sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.			
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.
3	Scheduling time for collaboration. Adhering to agenda during Professional Learning community meetings.	Language Arts/Reading teachers will collaborate on the effectiveness of instructional programs and patterns observed in student work.	Instructional staff Curriculum Coordinator Principle	Content Area meetings/Professional Learning Community meeting discussions of curriculum content and results of student work/assessments in Reading.	Content Area reflection questions

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	All students at Escambia Westgate have significant cognitive impairments. In 2012 only 2 students scored at or above Achievement Level 7 in reading on the Florida Alternate Assessment therefore we can not release the data or write a goal/objective because the data may be individually identifiable.
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	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	All Escambia Westgate Students are assessed by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	All students at Escambia Westgate have significant cognitive impairments. We will strive to meet our Annual Measurable objectives (AMOs). We will increase by 1% the number of students making learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 58% (70) made learning gains on the Florida Alternate Assessment. In 2012, 39 % (51) made learning gains on the Florida Alternate Assessment.	40% will make learning gains on the 2013 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
	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction.	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and

1	impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.		implementation of instructional programs during instructional time. Lesson Plans	observation form.
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Escambia Westgate does not receive a school grade making this goal not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	All students at Escambia Westgate have significant cognitive impairments. In 2012, 39% (51) scored proficient on the Florida Alternate Assessment. We will strive to meet our Annual Measurable objectives (AMOs). However, based on					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	54%	59%	63%	68%	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>We will increase the number of white and black students scoring at the proficient level by 1% on the 2013 Florida Alternate Assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In 2011, 42% (22) of white students scored proficient on the Florida Alternate Assessment 48% (24) of black students scored proficient on the Florida Alternate Assessment. In 2012, 38% (20) of white students scored proficient on the Florida Alternate Assessment. 40% (22) of black students scored proficient on the Florida Alternate Assessment.</p>	<p>39% of white students will score proficient on the Florida Alternate Assessment and 41% of the black students will score proficient on the 2013 Florida Alternate Assessment.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	<p>A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.</p>	<p>Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.</p>	Principle Curriculum Coordinator Classroom teachers	<p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p>	<p>Classroom walkthrough and observation form.</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Escambia Westgate does not have any students that qualify as English Language Learners (ELL).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	We will increase the number of students with disabilities scoring at the proficient level by 1% on the 2013 Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 45% (54) scored proficient on the Florida Alternate Assessment In 2012, 39% (51) scored proficient on the Florida Alternate Assessment.	40% of students with disabilities will score proficient on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.
	A large percentage of students at Escambia Westgate are non-verbal	Utilize assistive technology during instruction to increase	Principle Curriculum Coordinator	Conduct classroom walkthroughs and observations to monitor	Classroom walkthrough and observation form.

2	or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	comprehension of material and improve the students ability to communicate a response.	Classroom teachers	implementation of instructional programs during instructional time.
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	We will increase the number of economically disadvantaged students scoring at the proficient level by 1% on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 48% (33) of economically disadvantaged students scored proficient on the Florida Alternate Assessment. In 2012, 39% (38) of economically disadvantaged students scored proficient on the Florida Alternate Assessment.	40% of the economically disadvantaged students will score proficient on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.	Principal, Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Award Reading	K-3	Paige Jerome	Reading Teacher's	one time each semester	Data collected from reading program	Curriculum Coordinator/ Principal
Technology and Assistive Technology trainings on use of technology/assistive technology to provide effective instruction to students	Pre-K – 12th	Ed Penniman	All Teachers	Thursday's after school	Classroom observations Lesson Plans	Curriculum Coordinator Principle Technology Coordinator
Effective instructional strategies training based on Danielson's work on improving the practice of teaching.	Pre-K – 12th	Principle Curriculum Coordinator Mentor Teachers	All Teachers	Monthly at faculty meetings and content area meetings	Classroom Walkthroughs Teacher Evaluations Lesson Plans	Principle Curriculum Coordinator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Award Reading	On-line reading program and supplemental books and resources	Title I	\$5,000.00
News-To-You/Unique Learning	On-line standards based newspaper and science/social studies curriculum designed for students with significant cognitive disabilities.	Title I	\$8,000.00
Reading	Media Specialist	Title 1	\$12,699.00
			Subtotal: \$25,699.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Site License for Award Reading	On-Line Program	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On-Going support from Award Reading	On Line support from Award Reading/Once a semester inservice from Vendor.	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$30,699.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			NA		
2012 Current Percent of Students Proficient in listening/speaking:					
NA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:			NA		
2012 Current Percent of Students Proficient in reading:					
NA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	na

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			NA		
2012 Current Percent of Students Proficient in writing:					
NA					

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students scoring at the proficient level on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 43% (50) scored proficient on the Florida Alternate Assessment. In 2012, 33% (43) scored proficient on the Florida Alternate Assessment.	34% of Westgate students will score proficient on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.

		strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.			
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All students at Escambia Westgate have significant cognitive impairments. In 2012 only 2 students scored at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment therefore we can not release the data or write a goal/objective because the data may be individually identifiable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not Applicable

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	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students making learning gains on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (43) made learning gains on the Florida Alternate Assessment.	41% of Westgate students will make learning gains on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>

		Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.			
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	All students at Escambia Westgate have significant cognitive impairments. In 2012, 33% (43) scored proficient on the Florida Alternate Assessment. We will strive to meet our Annual Measurable objectives (AMOs). However, based on					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of white and black students that make satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 62% (37) of white students did not make	

satisfactory on the Florida Alternate Assessment. 52% (29) of black students did not make satisfactory on the Florida Alternate Assessment.

In 2012, 69% (41) of white students did not make satisfactory on the Florida Alternate Assessment. 64% (37) of black students did not make satisfactory on the Florida Alternate Assessment.

32% of white Westgate students will make satisfactory progress on the 2013 Florida Alternate Assessment. 37% of black Westgate students will make satisfactory progress on the 2013 Florida Alternate Assessment..

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

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

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of students with disabilities making satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 57% (69) of students with disabilities did not make satisfactory on the Florida Alternate Assessment. In 2012, 67% (81) of students with disabilities did not make satisfactory on the Florida Alternate Assessment.	34% of students with disabilities will make satisfactory progress on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of students that are economically disadvantaged making satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 50% (60) of Economically Disadvantaged students did not make satisfactory on the Florida Alternate Assessment. In 2012, 64% (84) of Economically Disadvantaged students did not make satisfactory on the Florida Alternate Assessment.	37% of students that are economically disadvantaged will make satisfactory progress on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal, Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students scoring at the proficient level on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 43% (50) scored proficient on the Florida Alternate Assessment. In 2012, 33% (43) scored proficient on the Florida Alternate Assessment.	34% of Westgate students will score proficient on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.

		students. Developing lesson plans that target student learning needs in the different instructional areas.			
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All students at Escambia Westgate have significant cognitive impairments. In 2012 only 2 students scored at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment therefore we can not release the data or write a goal/objective because the data may be individually identifiable.
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	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students making learning gains on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (43) made learning gains on the Florida Alternate Assessment.	41% of Westgate students will make learning gains on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>

		that target student learning needs in the different instructional areas.			
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # All students at Escambia Westgate have significant cognitive impairments. In 2012, 33% (43) scored proficient on the Florida Alternate Assessment. We will strive to meet our Annual Measurable objectives (AMOs). However, based on					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of white and black students that make satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 62% (37) of white students did not make satisfactory on the Florida Alternate Assessment. 52% (29) of black students did not make satisfactory on the Florida Alternate Assessment.	32% of white Westgate students will make satisfactory progress on the 2013 Florida Alternate Assessment. 37% of

In 2012, 69% (41) of white students did not make satisfactory on the Florida Alternate Assessment. 64% (37) of black students did not make satisfactory on the Florida Alternate Assessment.

black Westgate students will make satisfactory progress on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of students with disabilities making satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 57% (69) of students with disabilities did not make satisfactory on the Florida Alternate Assessment. In 2012, 67% (81) of students with disabilities did not make satisfactory on the Florida Alternate Assessment.	34% of students with disabilities will make satisfactory progress on the 2013 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	Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability.	Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension. Utilizing differentiated instruction. Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students. Developing lesson plans that target student learning needs in the different instructional areas.	Principal Curriculum Coordinator	Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories. Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time. Lesson Plans	Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment Classroom walkthrough and observation form.
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered making satisfactory progress when they increase their score by 5 points. We will increase the percent of students that are economically disadvantaged making satisfactory progress on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 50% (60) of Economically Disadvantaged students did not make satisfactory on the Florida Alternate Assessment. In 2012, 64% (84) of Economically Disadvantaged students did not make satisfactory on the Florida Alternate Assessment.	37% of students that are economically disadvantaged will make satisfactory progress on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal, Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students scoring at levels 4, 5, and 6 on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 39% (47) of students scored at levels 4, 5, and 6 on the Florida Alternate Assessment. In 2012, 31% (41) of students scored at levels 4, 5, and 6 on the Florida Alternate Assessment.	32% of students will score at levels 4, 5, and 6 on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p> <p>Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p>	<p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Continued use of literacy, math and science curriculums.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p>	Principal Curriculum Coordinator	Data derived from the different curriculum assessments	Florida Alternate Assessment

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:	All students at Escambia Westgate have significant cognitive impairments. In 2012 only 2 students scored at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment therefore we can not release the data or write a goal/objective because the data may be individually identifiable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Escambia Westgate School Students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students making learning gains on the 2013 Florida Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (43) made learning gains on the Florida Alternate Assessment.	41% of Westgate students will make learning gains on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal, Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction. classroom walkthroughs and	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form

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 # N/A 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

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

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Award Math	K-3	Paige Jerome	Math Teacher's	On-Going	Data from Math Program on student progress	Curriculum Coordinator/Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Award Math Program	On-Line Program, books and materials	Title I	\$8,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use SmartBoards to present on-line program	On-Line Program	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Gain insight into how the on-line Award Math Program can be use.	Once a semester on-site training from Award Math Vender	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			Based on the 2013 Florida Alternate Assessment scores for students in grades 5, 8, and 11, the number of students scoring at levels 4, 5, and 6 in science will remain at 35%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on the 2012 Florida Alternate Assessment scores for students in grades 5, 8, and 11, 35% of students (16) scored at levels 4, 5, and 6 in science.			Based on the 2013 Florida Alternate Assessment scores for students in grades 5, 8, and 11, 35% of students (16) will scored at levels 4, 5, and 6 in science.		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on the 2013 Florida Alternate Assessment scores for students in grades 5, 8, and 11, the number of students scoring at levels 7, and above in science will maintain 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment scores for students in grades 5, 8, 11, 11% of students (5) scored at level 7 and above in Science.	Based on the 2013 Florida Alternate Assessment scores for students in grades 5, 8, 11, 11% (5) of students will score at level 7 and above in Science on the 2013 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
No Data Submitted				

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1:	Not Applicable			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Not Applicable	Not Applicable			
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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.	Not Applicable
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Biology Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Learning gains for our students present challenges due to their cognitive functioning level. Our students function at the moderate to severe cognitive disabled level.</p> <p>Physical disabilities impede instruction time and ability to respond.</p> <p>Chronic illness impacts progress.</p> <p>Behavioral disabilities impede instruction time and ability.</p>	<p>Utilizing reading and language-based instructional curriculum as well as supplemental curriculum to increase comprehension.</p> <p>Utilizing differentiated instruction.</p> <p>Presenting instructional material in the Alternate Assessment format.</p> <p>Use practice materials sent from the state.</p> <p>Examining data to determine students strengths and needs in literacy, math and science.</p> <p>Adjusting curriculum to reflect the needs of the students.</p> <p>Developing lesson plans that target student learning needs in the different instructional areas.</p>	Principal Curriculum Coordinator	<p>Utilization of assessments and collection of data specifically generated from instructional programs and Brigance Inventories.</p> <p>Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.</p> <p>Lesson Plans</p>	<p>Instructional program assessments, Brigance Inventories, and Florida Alternate Assessment</p> <p>Classroom walkthrough and observation form.</p>
2	A large percentage of students at Escambia Westgate are non-verbal or language impaired. The students impaired communication skills impact their ability to answer questions and respond to instruction.	Utilize assistive technology during instruction to increase comprehension of material and improve the students ability to communicate a response.	Principle Curriculum Coordinator Classroom teachers	Conduct classroom walkthroughs and observations to monitor implementation of instructional programs during instructional time.	Classroom walkthrough and observation form.
3	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Unique Learning	6-12	Science Teacher's	School Wide	Once a month	Data taken from Unique Learning Program	Curriculum Coordinator/Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning	On-Line program for Science and Social Studies	Title I	\$9,000.00
			Subtotal: \$9,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Unique Learning	On-Line program for Science and Social Studies	Title I	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			All Escambia Westgate Students are assessed by the Florida Alternate Assessment.		
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	NA	NA	NA	NA	NA

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	All Escambia Westgate students are assessed by the Florida Alternate Assessment. Students are considered proficient at Level 4 on a 9 Level scale. We will increase the number of students scoring at the proficient level by 1% on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 18% (8) scored proficient on the Florida Alternate Assessment. In 2012, 30% (13) scored proficient on the Florida Alternate Assessment.	31% will score proficient on the 2013 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	Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behavioral disabilities impede instruction time and ability. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	Presenting instructional material in the Alternate Assessment format. Use practice materials sent from the state. Implementing new literacy, math and science curriculums. Examining data to determine students strengths and needs in literacy, math and science. Adjusting curriculum to reflect the needs of the students.	Principal, curriculum coordinator	Data derived from the different curriculum assessments.	Florida Alternate Assessment

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

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

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

Writing Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal #1:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.					
Civics Goal #2:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable		Not Applicable			
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		Increase attendance by 1%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2009-2010 89%		2011-2012 91%			
2010-2011 90%		2012-2013 92%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
2009-2010 6 students		2011-2012 5 or less			
2010-2011 6 students		2012-2013 5 or less			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2009-2010 6 Students		2011-2012 5 or less			
2010-2011 6 students		2012-2013 5 or less			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the complex medical nature of students that attend Westgate many attendance issues are for medical reasons.	Teacher's are expected to make phone calls, home visits and contact Support Coordinators when they are not contacted about students absences.	Teacher, Curriculum Coordinator, Data Clerk	Report from TERMS used to monitor absences bi-monthly.	Compare reports monthly.

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	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	0- Not Applicable
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0-Not Applicable	0-Not Applicable
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0-Not Applicable	0-Not Applicable				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
0-Not Applicable	0-Not Applicable				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
0-Not Applicable	0-Not Applicable				
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	0-Not Applicable	0-Not Applicable	0-Not Applicable	0-Not Applicable	0-Not Applicable

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	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			Escambia Westgate is a center school for Exceptional Student Education. As such, we serve students who range in age from 3 years old to 22 years old. Our school does not have any issues with students dropping out of school.		
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
0			0		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
0			0		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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	NA	NA	NA	NA	NA	NA

Dropout Prevention Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:		Every student at Westgate has an individual education plan (IEP) and parents/ guardians/ grandparents are invited to attend and give input, discuss future plans and transition goals for students.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2010 98% of parents/guardians/grandparents of Westgate students participated in the individual education plan		Seek involvement by maintaining parent involvement at 91% for Westgate parents/ guardians/ grandparents invited to an individual education plan (IEP) through attendance or phone conference.			
In 2011 97% of parents/ guardians/ grandparents of Westgate students had participated in the individual educational plan.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation issues with parents. We are a center school and we serve the whole county, which is an issue with some parents. Not being able to get time of work to attend a time consuming meeting. The cognitive level of some of our parents is an issue.	Teachers will be asked to make personal contact with parents prior to setting IEP date. "Parent input form" will be sent home prior to IEP meeting. Parent workshops will be held for parents, and calendars and letters will be sent home monthly.	Principal, Curriculum Coordinator, ESE teachers, Parent Involvement Portfolio Coordinator	Data collected every nine weeks.	Percentage of parents/ guardians/ grandparents who participate by giving input prior to IEP and who attends IEP meetings or phone conferences.

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
Teachers will be asked to make personal contact with parents prior to setting IEP date. "Parent input form" will be sent home prior to IEP meeting. Parent workshops will be held for parents, and calendars and letters will be sent home monthly.	PK- Age 22	FLRDS; emerald coast science; Literacy night	SCHOOL-WIDE	2012-2013	Data collected every nine weeks.	Principal, Curriculum Coordinator, ESE teachers, Parent Involvement Portfolio Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy night Support group Information sharing Question and answer night Science fair	Food and Supplies	TITLE ONE	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
APD SOCIAL SECURITY CARD	FOOD AND SUPPLIES	TITLE ONE	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,100.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:			We will increase the number of students participating in the Career Technical Program and Curriculum. The students will be assessed on Transition Skills using Unique Learning Curriculum Transition Assessment tools.		
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	Learning gains for our students present challenges due to their cognitive functioning level. Physical disabilities impede instruction time and ability to respond. Chronic illness impacts progress. Behaviioral disabilities impede instruction time and ability. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	Presenting instructional materials in the Transition Skills Curriculum based on state access points. Implementing new transition skills curriculum for students in preparation for transition to post secondary settings. Examining data to determine students strengths and needs in transition skills and career preparation comprehension. Adusting Unique Learning Transition Skills curriculum to reflect the needs of the students.	Principal and Curriculum Coordinator	Data derived from different curriculum assessments.	Unique Learning Transition Assessments.

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

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

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

CTE Budget:

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

NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal. Goal:

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

<p>1. Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal. Goal</p> <p>Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal. Goal #1:</p>	<p>Maintain our students' abilities to demonstrate safe behavior and meet behavior expectations in the community through community based instruction(CBI)as evidenced by a pre/post test for students.</p>
<p>2012 Current level:</p>	<p>2013 Expected level:</p>
<p>In 2012, 63% (113)students demonstrated increased independence of safe behaviors by decreasing at least 1 prompt level as evidenced by a pre/post test.</p>	<p>In 2013, 63% (113) of students assessed will demonstrate increased independence of safe behaviors by decreasing at least 1 prompt level or increasing from not performing task to performing task as evidenced by a pre/post test.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Amount of exposer Westgate students have in the community.	<p>1. Provide CBI training for all new Westgate teachers and a refresher training for all experienced Westgate teachers</p> <p>2. Review/update all pre/post-tests.</p> <p>3. After the first CBI trip is taken, teachers will be asked to evaluate the students' skills and behaviors in various community environments.</p> <p>4. As part of the data collected on CBI, each teacher will be asked to complete a pre-planning & evaluation form prior to each CBI trip. The pre-planning & evaluation form is then sent home with the student in order to keep parents informed & involved.</p> <p>5. A CBI folder will be kept on each student.</p> <p>6. The system of using a monthly CBI calendar to reflect all trips will be utilized to inform all</p>	ESE Teacher, Curriculum Coordinator, Principal	Student progress will be assessed by using a pre-test and a post-test.	The results from the pre-test will be compared with the results of the post-test to assess student improvement.

	involved with CBI. 7. In May, all students will be accessed by a post-test. 8. In house training-purpose of CBI, pre/post test, pre-planning and evaluation forms, periodic reviews of data and forms.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training Activities will focus on: the purpose of CBI data collection and instructional component of CBI.	Pre-K through age 22	Curriculum coordinator	School Wide	September '11- April '12	Review pre-planning and Evaluation forms and the pre/post tests.	ESE Teacher, Curriculum Coordinator, Principal

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CBI Materials from State	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On-Site Training	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Is it Sensory or is it Behavior	Workshop	ESE and District	\$3,000.00
Autism, Sensory and ADHD Seminar	Workshop	Title 1	\$801.00
			Subtotal: \$3,801.00
			Grand Total: \$3,801.00

End of Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Award Reading	On-line reading program and supplemental books and resources	Title I	\$5,000.00
Reading	News-To-You/Unique Learning	On-line standards based newspaper and science/social studies curriculum designed for students with significant cognitive disabilities.	Title I	\$8,000.00
Reading	Reading	Media Specialist	Title 1	\$12,699.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Award Math Program	On-Line Program, books and materials	Title I	\$8,000.00
Science	Unique Learning	On-Line program for Science and Social Studies	Title I	\$9,000.00
Writing	NA	NA	NA	\$0.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
U.S. History	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	Literacy night Support group Information sharing Question and answer night Science fair	Food and Supplies	TITLE ONE	\$600.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal.	CBI Materials from State	na	na	\$0.00
				Subtotal: \$43,299.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Site License for Award Reading	On-Line Program	Title I	\$5,000.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Use SmartBoards to present on-line program	On-Line Program	Title I	\$5,000.00
Science	Unique Learning	On-Line program for Science and Social Studies	Title I	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
U.S. History	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00

Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal.	NA	NA	NA	\$0.00
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Subtotal: \$10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On-Going support from Award Reading	On Line support from Award Reading/Once a semester inservice from Vendor.	Title I	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Gain insight into how the on-line Award Math Program can be use.	Once a semester on-site training from Award Math Vender	Title I	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics		Not Applicable	Not Applicable	\$0.00
U.S. History	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	APD SOCIAL SECURITY CARD	FOOD AND SUPPLIES	TITLE ONE	\$500.00
STEM	NA	NA	NA	\$0.00
CTE	Not Applicable	Not Applicable	Not Applicable	\$0.00
Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal.	On-Site Training	NA	NA	\$0.00

Subtotal: \$500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
Based on 2011 data, only 5% of Westgate students were able to demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal.	Is it Sensory or is it Behavior	Workshop	ESE and District	\$3,000.00
Based on 2011 data, only 5% of Westgate students were able to				

demonstrate safe behavior to meet behavior expectations in the community through community based instruction goal.	Autism, Sensory and ADHD Seminar	Workshop	Title 1	\$801.00
				Subtotal: \$3,801.00
				Grand Total: \$57,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be used to purchase classroom supplies	\$1,667.00

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

- 1) Perform the duties mandated for School Advisory councils by the State of Florida
- 2) Provide stakeholders (parents, students, teachers, educational support employees and community) of Escambia Westgate School the opportunity to give input to the school improvement process.
- 3) To act as a forum for discussion on issues important to the school as a whole.

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

