

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: BRIGHT HORIZONS

District Name: Broward

Principal: Ann Andersen-Kowalski

SAC Chair: Lori Naslund

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/25/2012

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	Ann Andersen- Kowalski	BS Master of Education K-12 SLD K-12 EMH k-12 Principal	1	15	Bright Horizons 2011-2012 Status: Improving Marjory Stoneman Douglas High School 2010/2011 A 2009/2010 B 2008/2009 B
Assis Principal	Carol Levin	B.A. Psychology M. Ed. Special Education Ed.S. Educational Leadership MH, Pre-K, ESOL, SLD, PSY, Ed. Leadership	4	7	2011-2012: Status: Improving 2010/2011 School Grade: N/A AYP Status: No Percent Criteria Met: 83% 2009/2010: School Grade: N/A AYP Status: No Percent Criteria Met: 82% 2008/2009: School Grade: N/A AYP Status: Percent Criteria Met 82%

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)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. iObservation: Formal, informal and walk throughs	Administration	Ongoing	
2	2. Professional Development: PLCs offered to all staff for continued improvement in teaching strategies, augmentative communication, technology, curriculum and data analysis	Leadership Team	Ongoing	
3	3. Department/Team Leaders: Supporting teachers on their team in all aspects of curriculum, data and instructional strategies	Department Chairs Leadership Team	Ongoing	
4	4. Partnering National Board Certified Teachers with staff as needed	Administration NBCTs	Ongoing	

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
2	Staff will be provided support with curriculum issues in the core subject areas

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
30	3.3%(1)	13.3%(4)	36.7%(11)	46.7%(14)	60.0%(18)	30.0%(9)	3.3%(1)	30.0%(9)	66.7%(20)

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
Barbara Woychowski	Julie Davis	Newly trained PASS teacher	Peer iObservation, organization assistance and curriculum planning
Barbara Woychowski	Kettleen Emmanuel	Newly Trained PASS teacher	Peer iObservation, organization assistance and curriculum planning
Sarah Hugus	William Phillips	New to this level of students	Organization assistance, classroom set-up and curriculum planning

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RTI team is comprised of the Administration, ESE Specialist, Psychologist, Classroom teachers, Speech/Language Pathologists, Behavior Specialist, Occupational Therapist and Physical Therapist. A nurse will be added for medical concerns. If a placement change to another school is being considered, a general education instructor (from home school) will be invited to participate in that student's meeting.

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?

All of our students have IEPs. In addition to yearly IEP meetings and quarterly progress notes, the MTSS/RTI team meets on an "as needed" basis. Data is collected for each goal and reviewed by the Assistant Principal. In addition, each student has an individual student portfolio that records student progress throughout the year. Any member of the team may request a meeting in addition to the annual IEP meeting if additional intervention is needed. The MTSS/RTI team will continue to meet twice a month to discuss potential issues regarding behavior, medical or instructional concerns. The ESE Specialist is responsible for coordinating the meetings and documenting any strategies that will be implemented as a result of these meetings. All who work with that particular student will be invited to participate in the meeting.

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 MTSS/RTI team, led by the administration, reviews the results of the monthly BAT and FAA results. Outcomes are reviewed to identify any existing problems, determine what created the problem and formulate suggestions for strategies to improve student progress. Information on curriculum, technology and special programs will be discussed at SAC and any program changes will be reviewed.

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.

Data is collected for each student within each tier. A student portfolio summarizing progress and containing student work is also maintained within the classroom. Software programs with specific age appropriate lessons track student's data in areas addressed. Each student will be assessed on the Unique curriculum on a monthly basis. This assessment covers all academic areas and follows the format of the FAA. The assessments will determine areas of need and individual instruction or modifications will be completed.

Describe the plan to train staff on MTSS.

Staff is trained by the Administration within small team groups during pre-planning week. The Assistant Principal will monitor all teachers to ensure data collection and assessments are done as scheduled. Additional assistance will be given on a weekly basis through a Learning Committee that will address the Unique Curriculum and technology integration.

Describe the plan to support MTSS.

Monthly team meetings will discuss any issues relating to the MTSS/RTI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Team leaders of elementary and secondary classes; Principal, Assistant Principal, ESE Specialist, Speech/Language Therapist, and a Representative from the Assistive Technology (AT) team are members of the Literacy Leadership Team.

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

The LLT meets bi-weekly to review curriculum issues, monthly assessments results and materials that are being presented to students. Discussion of problems and possible strategies are discussed at this time.

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

The major initiative is to ensure teachers are using the Unique Curriculum. This curriculum addresses reading, mathematics, science, social studies and writing. Classroom Suites is a software program that encompasses an adapted writing program and is used with our students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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 Literacy Leadership Team will monitor assessment data based on the Access Points to The Sunshine State Standards for Reading and Language Arts, looking for continuous improvement in reading and language arts. Speech/Language Pathologists will visit each classroom weekly to ensure that each student is being presented information in the specific way that they learn best and each student has access to an appropriately developed communication system that they can understand and use effectively. Reading activities for each student will be planned around the use of the communication system to ensure that instruction is appropriately accessible and appropriately placed.

*High Schools Only

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

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

Students at Bright Horizons require careful planning of their schedules to make sure that they are taking courses that will lead to having the right number of credits when it comes time for them to graduate with their peers. Support Staff have developed a carefully crafted suggested Program of Study to ensure that appropriate course decisions are made on the behalf of students, as they are, due to their disabilities unable to plan their educational schedules. Schedules will be assigned to each student at the beginning of the school year. Students entering the school after the start of the school year will be the subject of a course review and corrective course schedules will be developed to get the students on track to graduate on time with their peers. Progress of each student will be monitored through course schedules and school credit reports from TERMS.

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

Support Staff have developed a carefully crafted suggested Program of Study to ensure that appropriate course decisions are made on the behalf of the students who, due to their disabilities, are unable to plan their own educational schedules. Due to the nature of their disabilities, students at Bright Horizons are all pursuing a Special Diploma, Option One. Once students have enough credits to graduate, they are invited to return for FAPE in our transition InD Center PASS Program, where they are given the opportunity to pursue activities within five separate curriculum bands. Data is collected regarding which activity the students prefer as well as which ones they have an affinity for. When a student begins to develop a pattern of activities that suggest a preferred curriculum band, then the student is given additional activities and instruction in that area in addition to the behavioral, pacing and instructional support necessary for their continued success.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

For the students at Bright Horizons, Postsecondary Transition is part of the IEP Process. Starting at age 14, members of the IEP committee begin to identify postsecondary goals for each student in the areas of Education, Employment and Independent Living. The student's IEP is then designed in order to help each student make reasonable progress toward the meeting of those goals.

In High School, targeted students are also for On the Job Training (OJT) opportunities as well as Community Based-Instruction (CBI), in order to maximize their potential as members of the community.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June, 2013, 7% of students will score at Level 4, 5, or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (3 students) scored within the proficiency range.	7% (4 students) will score in the proficiency range.

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	1B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.1. Students will use alternative written materials to access reading benchmarks	1B.1. Leadership Team	1B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.1. FAA results
	1B.2. Due to the unique medical, cognitive and behavioral variances,	1B.2. Students will use adaptive technology to access reading	1B.2. Leadership Team	1B.2. Monthly benchmark assessment tests Lesson Plans	1B.2. FAA results

2	students have difficulty achieving proficiency levels and making learning gains on the FAA.	benchmarks (Smart/Promethean Boards, classroom computers, iPads, augmentative devices, etc)		Classroom Observation	
3	1B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.3. Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in ULS.	1B.3. Leadership Team	1B.3. Weekly samples of student work Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.3. FAA results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June, 2013, 2% will score at a Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at Level 7 or above	2% (1 student) will score at this level

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	2B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty	2B.1. Students will use alternative written materials to access reading benchmarks	2B.1. Leadership Team	2B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.1. FAA Results

	achieving proficiency levels and making learning gains on the FAA.				
2	2B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.2. Students will use adaptive technology to access reading benchmarks (Smart/Promethean Boards, classroom computers, iPads, augmentative devices, etc)	2B.2. Leadership Team	2B.2. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.2. FAA Results
3	2B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.3. Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in ULS.	2B.3. Leadership Team	2B.3. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.3. FAA Results

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

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 35% of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (16) made reading gains. This was an increase of 8% from 2011.	35% (18) will make reading gains.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.1. Students will use adaptive written materials to access reading benchmarks	3B.1. Leadership Team	3B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.1. FAA results
2	3B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.2. Students will use adaptive technology to access reading benchmarks (Smart/Promethean Boards, classroom computers, iPads, augmentative devices, etc)	3B.2. Leadership Team	3B.2. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.2. FAA results
3	3B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.3. Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in ULS.	3B.3. Leadership Team	3B.3. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.3. FAA results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By 2013, our school will increase proficiency by 8%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	13	21	29	37	45	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Current percentages of learning gains: White Black Hispanic America Indian	Expected percentages of learning gains: White Black Hispanic American Indian
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Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2013, our school will increase proficiency by 8%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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13%	21%
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will use adaptive written materials to access reading benchmarks	Leadership Team	Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results
2	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will use adaptive technology to access reading benchmarks (Smart/Promethean Boards, classroom computers, iPads, augmentative devices, etc)	Leadership Team	Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results
3	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in ULS.	Leadership Team	Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Aligning curriculum to increase learning gains as assessed on the FAA	All subjects K-12	Leadership Team	All instructional staff	8/14/12- Planning 8/16/12- Planning 9/12/12 9/27/12- Early Release 10/10/12 10/26/12- Planning 11/14/12 12/12/12 1/16/13 1/18/13 2/13/13 3/22/13- Planning 4/10/13	Monthly benchmark assessments	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum	Supplemental materials	Accountability funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teacher knowledge and usage	Training	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Training, collaboration, best practices	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Due to our unique population, this section is not applicable to our school.
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	Due to our unique population, this section is not applicable to our school.
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2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	Due to our unique population, this section is not applicable to our school.
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2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By June 2013, 2% of students will score at the Level of 4, 5, or 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) scored at a level of 4 or above.	2% (1 student) will score at a level of 4 or above.

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	1B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	1B.1. Leadership Team	1B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.1. FAA Results
2	1B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	1B.2. Leadership Team	1B.2 Weekly work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.2. FAA Results

3	1B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	1B.3. Leadership Team	1B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.3. FAA Results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June 2013, 2% of students will score at Level 7 or above in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at or above level 7	2% (1) students will score at a level 7 or above

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	2B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	2B.1. Leadership Team	2B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.1. FAA Results
	2B.2. Due to the unique medical, cognitive and	2B.2. Students will demonstrate acquisition	2B.2. Leadership Team	2B.2. Weekly student work samples	2B.2. FAA Results

2	behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	of mathematical concepts through participation in ULS activities and the resulting work products.		Monthly benchmark assessment tests Lesson Plans Classroom Observation	
3	2B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2B.3. Leadership Team	2B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.3. FAA results

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 2013, 12% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1) made learning gains.	12% will make learning gains

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	3B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency	3B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access	3B.1. Leadership team	3B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.1. FAA results

	levels and making learning gains on the FAA.	mathematical benchmarks			
2	3B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	3B.2. Leadership team	3B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.2. FAA results
3	3B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	3B.3. Leadership team	3B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.3. FAA results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By 2013, our school will increase proficiency by 8%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	12	20	28	36	44	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		By 2013, our students will increase proficiency by 8%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
12%		20%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Due to the unique medical, cognitive and behavioral variances,	Students will use manipulatives, adaptive written materials,	Leadership team	Monthly benchmark assessment tests Lesson Plans	FAA results

1	students have difficulty achieving proficiency levels and making learning gains on the FAA.	technology, and equipment to access mathematical benchmarks		Classroom Observation	
2	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	Leadership team	Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA results
3	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	Leadership team	Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By June 2013, 4% of students will score at Level 4, 5 or 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1 student) scored at a level of 5	4% will score at a level of 4 or more

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	1B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	1B.1. Leadership Team	1B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.1. FAA Results
2	1B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	1B.2. Leadership Team	1B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.2. FAA Results
3	1B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	1B.3. Leadership Team	1B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.3. FAA Results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June 2013, 2% of students will score at or above Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at a level 7.	2% of students will score at a level 7

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	2B.1. Leadership Team	2B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.1. FAA Results
2	2B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	2B.2. Leadership Team	2B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.2. FAA Results
3	2B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2B.3. Leadership Team	2B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.3. FAA Results

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	
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gains in mathematics. Mathematics Goal #3a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 2013, 38% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (9 students) made learning gains.	38% of students will make learning gains

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	3B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	3B.1. Leadership Team	3B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.1. FAA Results
2	3B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	3B.2. Leadership Team	3B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.2. FAA Results
3	3B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3B.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	3B.3. Leadership Team	3B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3B.3. FAA Results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Due to our unique population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

Based on 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 # By 2013, our students will increase proficiency by 8% 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	12	20	28	36	44	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Due to our unique population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By 2013, our students will increase proficiency by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	Leadership Team	Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results
2	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	Leadership Team	Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results
3	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	Leadership Team	Monthly benchmark assessment tests Lesson Plans Classroom Observation	FAA Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By June 2013, 2% of students will score at Level 4, 5 or 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at a level of 4 or more on the FAA	2% of students will score in the proficient range

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	1.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	1.1. Leadership Team	1.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1.1. FAA results
2	1.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency	1.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS	1.2. Leadership Team	1.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans	1.2. FAA results

	levels and making learning gains on the FAA.	activities and the resulting work products.		Classroom Observation	
3	1.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	1.3. Leadership Team	1.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1.3. FAA results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June 2013, 2% of students will score at Level 7 or above in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at a level 7 or above	2% of students will score at level 7 or above

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	2.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	2.1. Leadership Team	2.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2.1. FAA Results
2	2.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	2.2. Leadership Team	2.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	2.2. FAA Results
3	2.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2.3. Leadership Team	2.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2.3. FAA Results

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:	By June 2013, 22% of students will make learning gains in mathematics.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
19% (3 students) made learning gains		22% of students will make learning gains			
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	3.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3.1. Students will use manipulatives, adaptive written materials, technology, and equipment to access mathematical benchmarks	3.1. Leadership Team	3.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3.1. FAA results
2	3.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3.2. Students will demonstrate acquisition of mathematical concepts through participation in ULS activities and the resulting work products.	3.2. Leadership Team	3.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	3.2. FAA results
3	3.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	3.3. Students will practice academic and real world mathematics through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	3.3. Leadership Team	3.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	3.3. FAA results

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		Due to our unique population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Due to our unique population, this section is not applicable to our school.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Due to our unique population, this section is not applicable to our school.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				8/14/12- Planning 8/16/12- Planning 9/12/12		

Aligning curriculum to increase learning gains as assessed on the FAA	All subjects K-12	Leadership Team	All instructional staff	9/27/12- Early Release 10/10/12 10/26/12- Planning 11/14/12 12/12/12 1/16/13 1/18/13 2/13/13 3/22/13- Planning 4/10/13	Monthly benchmark assessments	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum	Supplemental materials	Accountability Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teacher knowledge and usage	Training	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Training, collaboration, best practices	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		By June 2013, 2% of students will score at Level 4, 5 or 6 in science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0 students scored in the proficient range		2% of students will score in the proficient range			
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
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	Leadership Team	Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	FAA Results
2	1.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	1.2. Leadership Team	1.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	1.2. FAA Results
3	1.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.3. Students will identify and demonstrate scientific principals through real-life participation in the Bright Horizons Garden.	1.3. Leadership Team	1.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1.3. FAA Results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, 18% of students will score at Level 4, 5 or 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2 students) scored in the proficiency range	18% of students will score in the proficiency range

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	1B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.1. Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	1B.1. Leadership Team	1B.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	1B.1. FAA Results
2	1B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	1B.2. Leadership Team	1B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	1B.2. FAA Results
	1B.3. Due to the unique medical, cognitive and	1B.3. Students will identify and demonstrate	1B.3. Leadership Team	1B.3. Weekly student work samples	1B.3. FAA Results

3	behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	scientific principals through real-life participation in the Bright Horizons Garden.		Monthly benchmark assessment tests Lesson Plans Classroom Observation	
4	2.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.1. Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2.1. Leadership Team	2.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2.1. FAA Results
5	2.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	2.2. Leadership Team	2.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2.2. FAA Results
6	2.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.3. Students will identify and demonstrate scientific principals through real-life participation in the Bright Horizons Garden.	2.3. Leadership Team	2.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2.3. FAA Results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Due to our unique population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, 2% of students will score at Level 7 or above in science.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
0 students scored at level 7 or above.			2% of students will score at level 7 or above		
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	2B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.1. Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2B.1. Leadership Team	2B.1 Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2B.1. FAA Results
2	2B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	2B.2. Leadership Team	2B.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2B.2. FAA Results
3	2B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2B.3. Students will identify and demonstrate scientific principals through real-life participation in the Bright Horizons Garden.	2B.3. Leadership Team	2B.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	2B.3. FAA Results

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.			By June 2013, 2% of students will score at Level 4, 5 or 6 in science.		
Science Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0 students scored in the proficient range			2% of students will score in the proficient range		
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	1.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.1. Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	1.1. Leadership Team	1.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	1.1. FAA Results
2	1.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	1.2. Leadership Team	1.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	1.2. FAA Results
3	1.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1.3. Students will identify and demonstrate scientific principals through real-life participation in the Bright Horizons Garden.	1.3. Leadership Team	1.3. Monthly benchmark assessment tests Lesson Plans Classroom Observation	1.3. FAA Results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	By June 2013, 2% of students will score at Level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at level 7 or above	2% students will core at this level

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	2.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.1. Students will practice academic and real world science through utilization of classroom materials, living skills lab, laundry lab, vocational lab, and Community Based Instruction sites.	2.1. Leadership Team	2.1. Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2.1. FAA Results
2	2.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	2.2. Students will demonstrate acquisition of science concepts through participation in ULS activities and the resulting work products.	2.2. Leadership Team	2.2. Weekly student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation Science Fair Project	2.2. FAA Results
	2.3. Due to the unique medical, cognitive and behavioral variances,	2.3. Students will identify and demonstrate scientific principals	2.3. Leadership Team	2.3. Monthly benchmark assessment tests Lesson Plans	2.3. FAA Results

3	students have difficulty achieving proficiency levels and making learning gains on the FAA.	through real-life participation in the Bright Horizons Garden.		Classroom Observation
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Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		Due to our unique population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		Due to our unique population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Aligning the curriculum to increase learning gains as assessed on the FAA	All Subjects K-12	Leadership Team	All instructional staff	8/14/12- Planning 8/16/12- Planning 9/12/12 9/27/12- Early Release 10/10/12 10/26/12- Planning 11/14/12 12/12/12 1/16/13 1/18/13 2/13/13 3/22/13- Planning 4/10/13	Monthly benchmark assessments	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum	Supplemental Materials	Accountability funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teacher knowledge and usage	Training	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Training, collaboration, best practices	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

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

2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June 2013, 3% of students will score at Level 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
<1% of student scored in the proficient range	3% of students will score in the proficient range

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	1B.1. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.1. Students will practice writing skills by participating in CBI wrap-ups, end-of-day journals and daily schedule movement.	1B.1. Leadership Team	1B.1. Student work samples Lesson Plans Classroom Observation	1B.1. FAA Results
2	1B.2. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.2. Students will participate in writing activities in ULS and Classroom Suites.	1B.2. Leadership Team	1B.2. Student work samples Monthly benchmark assessment tests Lesson Plans Classroom Observation	1B.2. FAA Results
3	1B.3. Due to the unique medical, cognitive and behavioral variances, students have difficulty achieving proficiency levels and making learning gains on the FAA.	1B.3. Students will participate in errorless writing activities utilizing augmentative communication and/or the Smart/Promethean Board	1B.3. Leadership Team	1B.3. Student work samples Lesson Plans Classroom Observation	1B.3. FAA Results

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
Aligning the curriculum increase learning gains as assessed on the FAA	All subjects K-12	Leadership Team	All instructional staff	8/14/12- Planning 8/16/12- Planning 9/12/12 9/27/12- Early Release 10/10/12 10/26/12- Planning 11/14/12 12/12/12 1/16/13 1/18/13 2/13/13 3/22/13- Planning 4/10/13	Monthly benchmark assessments	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum	Supplemental materials	Accountability	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance teacher knowledge and usage	Training	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Training, collaboration, best practices	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

U.S. History End-of-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:		Due to our unique population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2013, the average daily attendance will be 91.0%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89.6% (113)	91.0%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
52 students have excessive absences with 10 or more.	50
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12	10

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to the unique behavioral variances, some parents have challenges adhering to attendance policies and procedures.	1.1. 1. Encourage the use of the public school transportation to ensure timely arrival. 2. Provide parents with suggested behavioral techniques for use in the home to make school preparation time easier.	1.1. Administration Behavior Specialist Autism Coach	1.1. Monitor attendance	1.1. Attendance records
2	1.2. Due to the unique medical variances, some parents have challenges adhering to attendance policies and procedures.	1.2. 1. Encourage the use of the public school transportation to ensure timely arrival. 2. Review medical concerns and offer assistance through the school nursing staff.	1.2. Administration ESE Specialist Nursing Staff	1.2. Monitor attendance	1.2. Attendance records

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
Use of internet and email	All	Tech specialist Team leaders	All instructional personnel	August 16, 2012	Monitor teacher/home communication	Administration ESE Specialist

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Due to the unique student population, this section is not applicable to our school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

0	0				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
0	0				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Suspension Budget:

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

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>	Due to the unique student population, this section is not applicable to our school.				
2012 Current Dropout Rate:	2013 Expected Dropout Rate:				
N/A	N/A				
2012 Current Graduation Rate:	2013 Expected Graduation Rate:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		By June 2013, 88% of parents will participate in school activities including academic fairs, Open House, SAC/SAF, PTO or IEP meetings.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
85% (107) of parents participated		88% of parents will participate			
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	1.1. Economic times, scheduling conflicts and transportation issues often result in poor attendance.	1.1. Phone calls in addition to written notification will be made to individual families and group homes	1.1. ESE Specialist	1.1. Attendance at annual meetings	1.1. Participation list on the IEP.
2	1.2. Due to the level of medical needs, increased therapeutic interventions and frequent illnesses, the parents of the students in this population have significant life pressures causing a need to access community resources and gather information from local	1.2. Bright Horizons will provide resource assistance at Open House and daily in the ESE resource area. Additionally, parents/guardians will receive resource information at all staffings. This information encompasses a variety	1.2. ESE Specialist Autism transition coach	1.2. Attendance at Open House and annual meetings	1.2. Attendance logs

agencies to provide services for them.	of service providers that assist children and adults with disabilities.		
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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
IEP Drafts and PPF	All Grade levels/ subjects	ESE Specialist	All instructional personnel	August 16, 2012	Parent attendance at school events	ESE Specialist Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Written Notice	Easy IEP Parent Participation notices (first and second)	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Team Leader Meetings	Instructional Staff	N/A	\$0.00
Training on EasyIEP	All Instructional Staff	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE	

CTE Goal #1:	Due to the unique student population, this section is not applicable to our school.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Curriculum	Supplemental materials	Accountability funds	\$500.00
Mathematics	Curriculum	Supplemental materials	Accountability Funds	\$500.00
Science	Curriculum	Supplemental Materials	Accountability funds	\$500.00
Writing	Curriculum	Supplemental materials	Accountability	\$500.00
Parent Involvement	Written Notice	Easy IEP Parent Participation notices (first and second)	N/A	\$0.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhance teacher knowledge and usage	Training	N/A	\$0.00
Mathematics	Enhance teacher knowledge and usage	Training	N/A	\$0.00
Science	Enhance teacher knowledge and usage	Training	N/A	\$0.00
Writing	Enhance teacher knowledge and usage	Training	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC	Training, collaboration, best practices	N/A	\$0.00
Mathematics	PLC	Training, collaboration, best practices	N/A	\$0.00
Science	PLC	Training, collaboration, best practices	N/A	\$0.00
Writing	PLC	Training, collaboration, best practices	N/A	\$0.00
Parent Involvement	Team Leader Meetings	Instructional Staff	N/A	\$0.00
Parent Involvement	Training on EasyIEP	All Instructional Staff	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,000.00

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.

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
To meet curriculum needs based on School Improvement goals.	\$2,000.00

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

Monitor the implementation of the school improvement plan.

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