

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SIDNEY LANIER CENTER

District Name: Alachua

Principal: Ms. Denise Schultz

SAC Chair: Ms. Linda Rickman

Superintendent: Dr. William Daniel Boyd

Date of School Board Approval:

Last Modified on: 11/6/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

| Position  | Name           | Degree(s)/ Certification(s)   | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)   |
|-----------|----------------|---|------------------------------|--------------------------------|---|
| Principal | Denise Schultz | Master of Science in Educational Leadership from NOVA Southeastern University<br><br>Bachelor of Science in Physical Education and Sport Science from University Of Denver<br><br>Certification: School Principal (all levels) Elementary | 1                            | 7                              | Shell Elementary School<br>2011 - 2012 School grade D (lowest 25% met in math but not reading; learning gains and percent proficient increased in math, reading and science, significant decrease in writing)<br>2010 - 2011 School grade C (lowest 25% met in both reading and math; gains and proficiency increase in math and science, decrease in reading at intermediate grades, slight decrease in writing proficiency)<br>2009 -2010 School grade B ( lowest 25% gains significant in reading approximately 70%, gains in math met 50% but proficiency in reading and math below 50%, science proficiency under 10%)<br><br>Prior school grades at Williston Elementary School included an "A" with AYP. |

|  |  |  |  |
|--|--|--|--|
|  | Education (K - 6)<br>Mentally<br>Handicapped (K - 12)<br>Physical<br>Education (K - 8)<br>Physical<br>Education (6 - 12)<br>Middle Grades<br>Endorsement |  | AMO<br>Increase the percentage of students scoring proficient or above in reading, math, science, and writing by 10% or more as measured on the Florida Alternate assessment.<br><br>Increase the percent of students making adequate learning gains in reading and math by 10% or more as measured on the Florida Alternate Assessment. |
|--|--|--|--|

### INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| Na           | NA   | Na                          |                              |                                      | Na  |

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

|   | Description of Strategy  | Person Responsible           | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|------------------------------|---------------------------|---|
| 1 | Attend local job fair(s) hosted by the District. Interview applicants who are qualified and experienced to teach students with pervasive disabilities.   | Principal                    | End of prior school year  |   |
| 2 | Partner teachers new-to-the-school with veteran staff (i.e., department chairs).   | Principal, veteran staff     | Pre-planning and on-going |   |
| 3 | Encourage teachers to participate in staff development. Offer training in areas pertinent to their teaching assignment (i.e., non-violent crisis intervention, content area curriculum and instruction, FAA, etc.) | Principal, trainers          | Pre-planning and on-going |   |
| 4 | Implement electronic classroom walkthroughs to provide immediate feedback to teachers on quality instruction   | Principal, BRT, Lead Teacher | On going                  |   |

### Non-Highly Effective Instructors

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

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

|  |   |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| NA   | NA  |

### 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|

|    |         |         |          |           |           |            |          |         |          |
|----|---------|---------|----------|-----------|-----------|------------|----------|---------|----------|
| 26 | 0.0%(0) | 3.8%(1) | 30.8%(8) | 65.4%(17) | 61.5%(16) | 100.0%(26) | 11.5%(3) | 3.8%(1) | 11.5%(3) |
|----|---------|---------|----------|-----------|-----------|------------|----------|---------|----------|

### 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 |
|-------------|-----------------|-----------------------|------------------------------|
| NA          | NA              | NA                    | NA                           |

## 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

Na

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Ns

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sidney Lanier is a special day school for students with pervasive disabilities. All of our students have an intellectual disability and may have one or more other disabilities as well. Lanier does not engage in Response to Instruction / Intervention (RtI). All of our students are considered to be at Tier 3 by virtue of their placement at the center school and are already receiving intensive instruction and interventions.

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?

NA

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?

NA

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.

NA

Describe the plan to train staff on MTSS.

NA

Describe the plan to support MTSS.

NA

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sidney Lanier's school-based Literacy Leadership Team (LLT) is comprised of the principal, the ESE Lead Teacher, Behavior Resource Teacher (API) and the three department chairs who represent the remaining classroom teachers.

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

The LLT meets monthly during team meetings and individually with teachers on a monthly basis to review OPM data . The team engages in discussion and problem solving regarding the progress and needs of the students and the implementation

of the core academic programs

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

The major initiatives of the LLT are to monitor the implementation of core academic programs, to monitor the progress and needs of the students (making adjustments and accommodations as needed), and to monitor the implementation of the School Improvement Plan's goals and accompanying strategies.

## 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.

NA to Lanier

### \*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.

NA to Lanier

### \*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?

NA to Lanier

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?

NA to Lanier

## 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](#)

NA to Lanier

## 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.<br><br>Reading Goal #1a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |
|---|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|    |    |
|----|----|
| NA | NA |
|----|----|

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

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

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

|   |   |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 30% of students scored at performance levels 4-6. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
|---|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|                     |                        |
|---------------------|------------------------|
| 30% (8/27 students) | 35% (10 / 27 students) |
|---------------------|------------------------|

#### 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 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | <p>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize ESE District adopted core curriculums (ie. Equals, MEville to WEville), and off level curriculum, with modifications.</p> | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology. | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments  | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments                                  |
| 3 | Poor attendance due to medical complexities, truancy or health issues.                         | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p> | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | <p>Review of Care Plans</p> <p>Student Services Team meeting, minutes.</p> <p>Monitoring of attendance reports</p> <p>Staff training records</p> <p>Nurses notes</p> | <p>Attendance reports</p> <p>Florida Alternate Assessment data</p> <p>Pre / post tests</p> <p>OPM and data chats</p> |

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

|  |                     |   |   |   |                 |
|--|---------------------|---|---|---|-----------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                 |
| Reading Goal #2a:  |                     |   |   |   |                 |
| 2012 Current Level of Performance:   |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA   |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                    |                     |   |   |   |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA  | NA  | NA  | Na              |

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 15% of students scored at performance levels 7-9. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 15% (4/27 students)  | 20% (6/27 students)   |

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 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group in core curriculum areas where possible.<br><br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize ESE District adopted core curriculums (ie Unique, Equals, MEville to WEville), and off level, with modifications. | Principal, LLT, Team Leaders, Teachers   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums.                         |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology.  | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices).  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments                                    |
| 3 | Poor attendance due to medical complexities, truancy or health issues.  | Maintain communication with parent or guardians.<br><br>Manage and update student health care plans.<br><br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound               | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of attendance reports<br><br>Staff training records<br><br>Nurses notes | Attendance reports<br><br>Florida Alternate Assessment data reports<br><br>Pre / post tests<br><br>OPM and data chats. |



|  |   |  |  |
|--|---|--|--|
|  | status when necessary to ensure continued instruction during illnesses. |  |  |
|--|---|--|--|

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.<br>Reading Goal #3a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| NA  | NA  |

Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.<br>Reading Goal #3b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 54% of students showed adequate gains. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 54% (13/24 students)  | 60% (15/24 students)   |

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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize ESE District | Principal, LLT, Team Leaders, Teachers        | Data Chats<br>On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
|   |   | <p>adopted core curriculum (Unique, Equals, MEville to WEville), and off level, with modifications.</p> <p>On-going Benchmark Progress Monitoring;</p> <p>Uninterrupted, protected academic time.</p>  |   |  |   |
| 2 | <p>Students do not communicate in traditional methods and need alternate or assistive technology.</p> | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | <p>Administration, teachers, digital educators, SLPs, OTs, ATENS</p>                                | <p>On going Progress Monitoring<br/>Classroom Walk Throughs<br/>Pre and Post Assessments</p>   | <p>On going Progress Monitoring<br/>Classroom Walk Throughs<br/>Pre and Post Assessments</p>                |
| 3 | <p>Poor attendance due to medical complexities, truancy or health issues</p>                          | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p> | <p>Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager</p> | <p>Review of Care Plans<br/>Student Services Team meeting, minutes.<br/>Monitoring of attendance reports<br/>Staff training records<br/>Nurses notes</p> | <p>Attendance reports<br/>Florida Alternate Assessment data<br/>Pre / post tests<br/>OPM and data chats</p> |

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

|  |  |
|--|--|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> | <p>Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment.</p> |
| <p>2012 Current Level of Performance:</p>  | <p>2013 Expected Level of Performance:</p>   |
| <p>NA</p>  | <p>NA</p>  |

Problem-Solving Process to Increase Student Achievement

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

|   |    |    |    |    |    |
|---|----|----|----|----|----|
| 1 | NA | NA | NA | NA | Na |
|---|----|----|----|----|----|

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 #<br>Reduce the reading achievement gap based on state established target performance indicators. |           |           |           |           |           |
|  | 5A :   |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 42   | 57        | 61        | 65        | 70        |           |

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.<br><br>Reading Goal #5B: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| American Indian NA<br>Asian NA<br>African America 36<br>Hispanic NA<br>White 54   | American Indian NA<br>Asian NA<br>African American 35<br>Hispanic NA<br>White 73  |

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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculums, off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

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.<br><br>Reading Goal #5C: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
|---|---|

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

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

|  |   |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | Sidney Lanier is a special day school for students with pervasive Developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 37% (10/27 students)   | 30% (8/27 students)   |

| 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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.  | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)  | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments.  | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 2   | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculum, off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments.  | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 3   | Unfamiliarity with the format of the FAA  | Familiarize teachers and students with the format of the FAA to increase the likelihood that students will demonstrate growth from one performance level to the next.   | Administration                                | Training conducted<br><br>CWTs document that the use of appropriate teaching / testing strategies are being utilized by teachers and that students are responding according to their ability | Comparison of 2012 FAA results to 2011 FAA results  |
|   | Schedule conflicts  | Teach reading skills during a specific period   | Administration                                | Schedules are in place and no conflicts occur  | Copy of schedules   |

|   |   |   |                                     |   |  |
|---|---|---|-------------------------------------|---|--|
| 4 |   | (s) of the day<br>Build teacher schedules utilizing block scheduling and according to performance level(s) of students  |                                     |   |  |
| 5 | Most students have the cognitive ability to score at performance levels 1-3 and are already receiving Response to Intervention (RtI) Tier 3 intensive intervention and instruction. | Teach literacy and communication skills to students at performance levels 1-3 utilizing the Meville to Weville program by AbleNet.<br><br>Teach reading skills to students at performance levels 4-9 utilizing the Treasurers reading program by Macmillan / McGraw-Hill.<br><br>Teach literacy skills to students at all performance levels using the web-based Unique Learning Systems program materials. | Teachers, Administration, LLT       | Students are pre-tested and results are analyzed<br><br>Students are grouped according to instructional level and programs are implemented<br><br>Students are post-tested and results are analyzed | Results of pre-test<br><br>Quality implementation of the programs is evident during CWTs and observations<br><br>Results of post-test and comparison to pre-test results |
| 6 | Most students do not learn or communicate in a traditional manner   | Purchase and expand the use of adapted / assistive technology for support programming in communication and functional academics<br><br>Infuse SmartBoard technology into classroom instruction and programs   | Teachers, SLPs, OTs, Administration | Needs are determined<br>Technology is secured<br><br>Devices are in use by students in the classrooms<br><br>SmartBoards are in use to augment instruction and learning in the classrooms           | All students have a means by which they are able to learn and communicate in a comprehensible manner   |

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.<br><br>Reading Goal #5E: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 33%   | 54%   |

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 significant financial, physical, medical, emotional and developmental levels associated with this sub group, limited background knowledge and vocabulary. | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assesments, Teacher developed Curriculum Based Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

|  |  |                            |  |  |
|--|--|----------------------------|--|--|
|  |  | based supplemental program |  |  |
|--|--|----------------------------|--|--|

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    |
|---|---|---|---|--|--|--|
| Effective Instructional Strategies        | Pre-Kindergarten to 12                        | Principal, District Staff   | Schoolwide PLC  | Early Release Wednesdays, monthly.   | Lesson Plans Classroom Walkthroughs Ongoing data chats | Principal Lead Teacher BRT/API                   |
| Infusing Technology and Augmented Systems | Pre-Kindergarten to 12th in all subject areas | Principal Digital Educators ATENs District Team ATENs School Team | Schoolwide PLC topic with implementation in small / team groups   | Early Release Wednesdays once a month, Planning periods as needed w/ team and facilitators | Lesson Plans Classroom Walkthroughs Data Chats         | Principal Lead Teacher BRT/API ATENs school team |

Reading Budget:

| Evidence-based Program(s)/Material(s) |   |  |                    |
|---------------------------------------|---|--|--------------------|
| Strategy                              | Description of Resources  | Funding Source   | Available Amount   |
| Treasures Reading Series (off level)  | District Core Reading Curriculum  | District Curriculum School Advisory Council  | \$0.00             |
| Meville to Weville Reading Program    | Supplemental Reading program for students on Alternate Assessment               | District ESE   | \$0.00             |
| Unique                                | Supplemental Interactive computer program for students on alternate assessment. | District ESE, School Advisory Council  | \$100.00           |
|                                       |   |  | Subtotal: \$100.00 |
| Technology                            |   |  |                    |
| Strategy                              | Description of Resources  | Funding Source   | Available Amount   |
| Interactive web based technology      | Interactive smart boards / projection devices Software licenses tablets/ipads   | District Instructional Technology, District Curriculum, ESE, School Advisory Council | \$500.00           |
| ACIIS                                 | District web-based resources (CWT, PCG, etc)                                    | District Instructional Technology  | \$0.00             |
|                                       |   |  | Subtotal: \$500.00 |
| Professional Development              |   |  |                    |
| Strategy                              | Description of Resources  | Funding Source   | Available Amount   |
| PLC for Instructional Practices       | Stipends, substitutes, consultants  | School Advisory Council CREATE   | \$100.00           |
| PLC for Interactive Technology        | Stipends, substitutes, digital educators  | School Advisory Council Instructional Technology                                     | \$100.00           |
| PD 360                                | Web based Interactive Professional Development program                          | District   | \$0.00             |
| Lesson Study                          | Stipends, Substitutes   | School Advisory Council  | \$200.00           |
|                                       |   |  | Subtotal: \$400.00 |
| Other                                 |   |  |                    |
| Strategy                              | Description of Resources  | Funding Source   | Available Amount   |

|  |  |                                      |                         |
|--|--|--------------------------------------|-------------------------|
| Community Based Instruction / Training | Transportation and miscellaneous Fees (admissions, materials, etc) | District ESE School Advisory Council | \$100.00                |
| Classroom Walk throughs                | Regular classroom visits by Leadership Team                        | School                               | \$0.00                  |
|  |  |                                      | Subtotal: \$100.00      |
|  |  |                                      | Grand Total: \$1,100.00 |

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.<br>CELLA Goal #1:   |          | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in CELLA. |   |                 |
| 2012 Current Percent of Students Proficient in listening/speaking:  |          |   |   |                 |
| NA  |          |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |          |   |   |                 |
| Anticipated Barrier   | Strategy | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 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.<br>CELLA Goal #2:                          |          | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in CELLA. |   |                 |
| 2012 Current Percent of Students Proficient in reading:                               |          |   |   |                 |
| NA  |          |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                               |          |   |   |                 |
| Anticipated Barrier   | Strategy | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted   |          |   |   |                 |

|   |  |  |  |  |
|---|--|--|--|--|
| Students write in English at grade level in a manner similar to non-ELL students. |  |  |  |  |
| 3. Students scoring proficient in writing.  |  | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students |  |  |

CELLA Goal #3:

participate in the Florida Alternate Assessment. There are no students who participate in CELLA.

2012 Current Percent of Students Proficient in writing:

NA

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

| Evidence-based Program(s)/Material(s) |                          |                |                     |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Technology                            |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Professional Development              |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Other                                 |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$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.<br><br>Mathematics Goal # 1a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |
|--|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|    |    |
|----|----|
| NA | NA |
|----|----|

### Problem-Solving Process to Increase Student Achievement

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

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

|  |   |
|--|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 67% of students scored at performance levels 4-6. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
|--|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|   |   |
|---|---|
| 67% (2 out of 3) scored Level 3, 4, and 5 | 75% (3 out of 4) scoring Level 3, 4, and 5. |
|---|---|

### 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 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | <p>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize ESE District adopted core curriculums (ie. Equals, MEville to WEville), and off level curriculum, with modifications.</p> | Principal, LLT, Team Leaders, Teachers             | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |
|   | Students do not communicate in traditional methods and  | Continue to utilize assistive technology and alternate systems of  | Administration, teachers, digital educators, SLPs, | On going Progress Monitoring<br>Classroom Walk Throughs                             | On going Progress Monitoring<br>Classroom Walk   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2 | need alternate or assistive technology.                                | <p>communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | OTs, ATENS   | Pre and Post Assessments   | Throughs Pre and Post Assessments  |
| 3 | Poor attendance due to medical complexities, truancy or health issues. | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p> | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | <p>Review of Care Plans</p> <p>Student Services Team meeting, minutes.</p> <p>Monitoring of attendance reports</p> <p>Staff training records</p> <p>Nurses notes</p> | <p>Attendance reports</p> <p>Florida Alternate Assessment data</p> <p>Pre / post tests</p> <p>OPM and data chats</p> |

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

|   |   |          |   |   |                 |
|---|---|----------|---|---|-----------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |          |   |   |                 |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |          |   |   |                 |
| NA  | NA  |          |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |   |          |   |   |                 |
|   | Anticipated Barrier   | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1   | NA  | NA       | NA  | NA  | Na              |

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. | Sidney Lanier is a special day school for students with pervasive developmental disabilities. None of the students scored at performance levels 7 or higher. Our goal is to provide all students with the resources necessary to enable |
|--|---|

|                                     |  |
|-------------------------------------|--|
| Mathematics Goal #2b:               | them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:              |
| 0% (0 / 3) scored Level 7 or higher | 67% (2 / 3) will score Level 7 or higher         |

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 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | <p>Ability group in core curriculum areas where possible.</p> <p>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize ESE District adopted core curriculums (ie Unique, Equals, MEville to WEville), and off level, with modifications.</p>   | Principal, LLT, Team Leaders, Teachers   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments  | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums.                                |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology.  | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments  | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   |
| 3 | Poor attendance due to medical complexities, truancy or health issues.  | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p> | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | <p>Review of Care Plans</p> <p>Student Services Team meeting, minutes.</p> <p>Monitoring of attendance reports</p> <p>Staff training records</p> <p>Nurses notes</p> | <p>Attendance reports</p> <p>Florida Alternate Assessment data reports</p> <p>Pre / post tests</p> <p>OPM and data chats.</p> |

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

|   |   |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| NA  | NA  |

Problem-Solving Process to Increase Student Achievement

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

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

|   |   |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 100% of the students made adequate gains. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 100% (2/2) made gains   | 100% (3/3) will make 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 | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize ESE District adopted core curriculum (Unique, Equals, MEville to WEville), and off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | Data Chats<br>On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
|   |  | On-going Benchmark Progress Monitoring;<br><br>Uninterrupted, protected academic time.  |  |   |   |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology. | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices).  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments                           |
| 3 | Poor attendance due to medical complexities, truancy or health issues                          | Maintain communication with parent or guardians.<br><br>Manage and update student health care plans.<br><br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses. | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of attendance reports<br><br>Staff training records<br><br>Nurses notes | Attendance reports<br><br>Florida Alternate Assessment data<br><br>Pre / post tests<br><br>OPM and data chats |

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.<br><br>Mathematics Goal #4: |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |   |   |                 |
| 2012 Current Level of Performance:  |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA  |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |                     |   |   |   |                 |
|   | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1   | NA                  | NA  | NA  | NA  | Na              |

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 #<br>Reduce the achievement gap for math proficiency based on state AMOs. |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 39        | 44   | 50        | 55        | 61        |           |

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.<br><br>Mathematics Goal #5B: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| All subgroups represented at Sidney Lanier (White, African American)  | All subgroups represented at Sidney Lanier will make identified AMOs (White 47%, African American 41%)  |

**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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculums, off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

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.<br><br>Mathematics Goal #5C: |                                     |
| 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 |
|---|---------------------|----------|---|---|-----------------|
| 1 | NA                  | NA       | NA  | Na  | NA              |

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

|  |  |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students with disabilities made satisfactory gains. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 100 % of SWD made satisfactory progress.   | 100% of SWD will make progress   |

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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.  | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)  | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 2 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculum, off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |

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

|  |  |
|--|--|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| NA   | NA   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|--|---|---|--|--|
| 1 | Due to significant financial, physical, medical, emotional and developmental levels associated with this sub group, limited background knowledge and vocabulary. | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assesments, Teacher developed Curriculum Based Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

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.<br><br>Mathematics Goal # 1a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| NA   | NA  |

### Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 42% of students scored at performance levels 4-6. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 42% (5/12) scored Level 4, 5, and 6 on FAA.   | 50% (6/12) will score Level 4, 5, or 6 on FAA.   |

### Problem-Solving Process to Increase Student Achievement

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



|   | Anticipated Barrier   | Strategy   | Position Responsible for Monitoring  | Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|--|--|--|--|
| 1 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | <p>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize ESE District adopted core curriculums (ie. Equals, MEville to WEville), and off level curriculum, with modifications.</p>   | Principal, LLT, Team Leaders, Teachers   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments  | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums.                       |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology.  | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments  | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments                                  |
| 3 | Poor attendance due to medical complexities, truancy or health issues.  | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p> | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | <p>Review of Care Plans</p> <p>Student Services Team meeting, minutes.</p> <p>Monitoring of attendance reports</p> <p>Staff training records</p> <p>Nurses notes</p> | <p>Attendance reports</p> <p>Florida Alternate Assessment data</p> <p>Pre / post tests</p> <p>OPM and data chats</p> |

|  |   |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a:  | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
|  |   |

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

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 8% of students scored at performance levels 7-9. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 8% (1/12) students scored Level 7 or higher on Math FAA.   | 25% (3/12) will score Level 7 or higher on Math FAA.  |

| Problem-Solving Process to Increase Student Achievement |   |   |   |   |  |
|---|---|---|---|---|--|
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                 | Process Used to Determine Effectiveness of Strategy                                 | Evaluation Tool  |
| 1   | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group in core curriculum areas where possible.<br><br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize ESE District adopted core curriculums (ie Unique, Equals, MEville to WEville), and off level, with modifications. | Principal, LLT, Team Leaders, Teachers                        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |
| 2   | Students do not communicate in traditional methods and need alternate or assisstive technology.   | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices).  | Administration, teachers, digital educators, SLPs, OTs, ATENS | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments            |
|   | Poor attendance due to  | Maintain communication  | Administration,   |   |  |

|   |  |   |  |   |                    |                                   |
|---|--|---|--|---|--------------------|-----------------------------------|
| 3 | medical complexities, truancy or health issues.  | with parent or guardians.   | Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans                    | Attendance reports |                                   |
|   |  | Manage and update student health care plans.                                      |  | Student Services Team meeting, minutes. |                    |                                   |
|   |  | Ensure necessary staffing and training to implement individual health care plans. |  | Monitoring of attendance reports        |                    | Florida Alternate Assessment data |
|   |  | Regularly scheduled Student Services team meetings                                |  | Staff training records                  |                    | Pre / post tests                  |
|   | Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses. |   | Nurses notes   | OPM and data chats.                     |                    |                                   |

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.<br>Mathematics Goal #3a: |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |   |   |                 |
| 2012 Current Level of Performance:  |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA  |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |                     |   |   |   |                 |
|   | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1   | NA                  | NA  | NA  | NA  | NA              |

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

|   |                                       |  |   |   |                              |
|---|---------------------------------------|--|---|---|------------------------------|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br>Mathematics Goal #3b: |                                       | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 90% of the students demonstrated learning gains in Math on the FAA. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |   |   |                              |
| 2012 Current Level of Performance:  |                                       | 2013 Expected Level of Performance:  |   |   |                              |
| 90% (9/10) made learning gains on Math FAA.   |                                       | 100% (10/10) will demonstrate learning gains on Math FAA.  |   |   |                              |
| Problem-Solving Process to Increase Student Achievement   |                                       |  |   |   |                              |
|   | Anticipated Barrier                   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool              |
|   | Due to significant physical, medical, | Participate in Community Based Instructions (CBI)  | Principal, LLT, Team Leaders,                 | Data Chats<br>On going Progress                     | Florida Alternate Assessment |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| 1 | <p>emotional and developmental levels, limited background knowledge and vocabulary.</p> <p>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA).</p> | <p>and Community Based Training (CBT)</p> <p>Ability group where possible.</p> <p>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize ESE District adopted core curriculum (Unique, Equals, MEville to WEville), and off level, with modifications.</p> <p>On-going Benchmark Progress Monitoring;</p> <p>Uninterrupted, protected academic time.</p> | Teachers   | Monitoring Classroom Walk Throughs Pre and Post Assessments, Teacher developed Curriculum Based Assessments.   | Pre / Post Assessments from core and supplemental curriculums.   |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology.   | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>   | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assessments  | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assessments  |
| 3 | Poor attendance due to medical complexities, truancy or health issues  | <p>Maintain communication with parent or guardians.</p> <p>Manage and update student health care plans.</p> <p>Ensure necessary staffing and training to implement individual health care plans.</p> <p>Regularly scheduled Student Services team meetings</p> <p>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.</p>  | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | <p>Review of Care Plans</p> <p>Student Services Team meeting, minutes.</p> <p>Monitoring of attendance reports</p> <p>Staff training records</p> <p>Nurses notes</p> | <p>Attendance reports</p> <p>Florida Alternate Assessment data</p> <p>Pre / post tests</p> <p>OPM and data chats</p> |

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate

| Mathematics Goal #4:                                    | in the Florida Alternate Assessment. There are no students who participate in FCAT 2.0 |          |   |   |                 |
|---|--|----------|---|---|-----------------|
| 2012 Current Level of Performance:                      | 2013 Expected Level of Performance:  |          |   |   |                 |
| NA  | NA   |          |   |   |                 |
| Problem-Solving Process to Increase Student Achievement |  |          |   |   |                 |
|   | Anticipated Barrier  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1   | NA   | NA       | NA  | NA  | Na              |

| 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 #<br>Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible<br>5A : |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 39        | 44   | 50        | 55        | 61        |           |

|   |  |
|---|--|
| 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.<br><br>Mathematics Goal #5B:     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 100% of subgroups represented made progress (White, African-American)   | 100% of represented subgroups will demonstrate satisfactory progress   |

| 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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

|                   |   |  |  |
|-------------------|---|--|--|
| Assessment (FAA). | program   |  |  |
|                   | Utilize district adopted core curriculums, off level, with modifications. |  |  |

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.<br><br>Mathematics Goal #5C: |                                     |
| 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 |
|---|---------------------|----------|---|---|-----------------|
| 1 | NA                  | NA       | NA  | Na  | NA              |

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

|  |   |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 83% of students with disabilities made progress. 17% did not make. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 17% (2/12) of students with disabilities did not make satisfactory progress on Middle School FAA Math.             | 0% of students with disabilities will not make satisfactory progress. (100% of SWD will demonstrate satisfactory progress on the middle school FAA Math.  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|--|---|---|---|
| 1 | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.  | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)   | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 2 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group where possible. Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |

|  |  |  |  |
|--|--|--|--|
|  | Utilize district adopted core curriculum, off level, with modifications. |  |  |
|--|--|--|--|

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

|  |   |
|--|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 53% of all economically disadvantaged made satisfactory gains in FAA Math - across all levels. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 53% of all economically disadvantaged students demonstrate satisfactory gains on FAA Math.                         | 75% of economically disadvantaged students will demonstrate gains on Middle School FAA Math.  |

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

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|---|---|--|--|
| 1 | Due to significant financial, physical, medical, emotional and developmental levels associated with this subgroup, limited background knowledge and vocabulary. | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assesments, Teacher developed Curriculum Based Assessments | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

*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.<br><br>Mathematics Goal #1: | Increase the percentage of students scoring Levels 4, 5, and 6. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:                             |
| 42% (5/12)  | 60% (7/12)  |

**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 significant  | Participate in | Principal, LLT,                               | On going Progress                                   | Florida Alternate |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| 1 | <p>physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.</p> <p>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA).</p> | <p>Community Based Instructions (CBI) and Community Based Training (CBT)</p> <p>Ability group in where possible.<br/>Uninterrupted instructional periods in core academic classes</p> <p>Utilize Unique research based supplemental program</p> <p>Utilize district adopted core curriculum (off level), with modifications</p> <p>Utilize Equals Math program</p> | <p>Team Leaders, Teachers</p>  | <p>Monitoring Classroom Walk Through Pre and Post Assesments, Teacher developed Curriculum Based Assessments.</p> | <p>Assessment Pre / Post Assessments from core and supplemental curriculum.</p>      |
| 2 | <p>Students do not communicate in traditional methods and need alternate or assistive technology.</p>   | <p>Continue to utilize assistive technology and alternate systems of communication for student responding.</p> <p>Provide continued staff development in assistive or alternate communication systems.</p> <p>Utilize interactive and web based resources.</p> <p>Purchase necessary technology (software and devices).</p>  | <p>Administration, teachers, digital educators, SLPs, OTs, ATENS</p> | <p>On going Progress Monitoring Classroom Walk Throughs Pre and Post Assessments</p>                              | <p>On going Progress Monitoring Classroom Walk Throughs Pre and Post Assessments</p> |

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

|   |  |
|---|--|
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | Increase the percentage of students scoring at or above Level 7 in math. |
| Mathematics Goal #2:  |  |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:                                      |
| 0% (0/12)   | 20% (2/12)   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
|---|---|--|---|---|--|
| 1 | <p>Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.</p> | <p>Participate in Community Based Instructions (CBI) and Community Based Training (CBT)</p> <p>Ability group in where possible.<br/>Uninterrupted instructional periods in core academic classes</p> | <p>Principal, LLT, Team Leaders, Teachers</p> | <p>On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments</p> | <p>Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums.</p> |



|   |  |  |   |   |   |
|---|--|--|---|---|---|
|   |  | Utilize Unique research based supplemental program<br>Utilize Equals Math Curriculum   |   |   |   |
| 2 | Students do not communicate in traditional methods and need alternate or assistive technology. | Continue to utilize assistive technology and alternate systems of communication for student responding.<br>Provide continued staff development in assistive or alternate communication systems.<br>Utilize interactive and web based resources.<br>Purchase necessary technology (software and devices). | Administration, teachers, digital educators, SLPs, OTs, ATENS | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments |

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

|  |  |
|--|--|
| 3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.<br>Mathematics Goal #3: | Increase the percentage of students making learning gains. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:                        |
| 45% (5/11)   | 64% (7/11)   |

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 significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA) | Participate in Community Based Instructions (CBI)<br><br>Ability group in where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculums, off level, with modifications.<br><br>Utilize Equals Math curriculum | Principal, LLT, Team Leaders, Teachers   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments. Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |
|   | Poor attendance due to medical complexities, truancy or health issues.   | Maintain communication with parent or guardians.<br><br>Manage and update student health care  | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of   | Attendance reports<br><br>Florida Alternate Assessment data                                    |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| 2 |  | plans.<br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses.  | Manager   | attendance reports<br><br>Staff training records<br><br>Nurses notes                | Pre / post tests<br><br>OPM and data chats.   |
| 3 | Students do not communicate in traditional methods and need alternate or assistive technology. | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices). | Administration, teachers, digital educators, SLPs, OTs, ATENS | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments |

## High School Mathematics AMO Goals

|  |           |  |           |           |           |           |
|--|-----------|--|-----------|-----------|-----------|-----------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target              |           |  |           |           |           |           |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. |           | Mathematics Goal #<br>Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible<br>5A : |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 39        | 44   | 50        | 55        | 61        |           |

|   |   |
|---|---|
| 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.<br><br>Mathematics Goal #5B:     | 100% of students in all reportable sub-groups will demonstrate satisfactory progress. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 100% of reportable sub groups made satisfactory progress.   | 100% of subgroups represented will demonstrate satisfactory progress                  |

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|--|---|--|--|
| 1 | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible.<br>Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculums, off level, with modifications. | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment<br>Pre / Post Assessments from core and supplemental curriculums. |

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.<br><br>Mathematics Goal #5C: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| NA  | NA  |

Problem-Solving Process to Increase Student Achievement

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

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

|  |  |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | Students with Disabilities will demonstrate satisfactory progress on the Math FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 54% of SWD demonstrated progress on the Math FAA.  | 60% of SWD will demonstrate satisfactory progress in Math on the FAA               |

Problem-Solving Process to Increase Student Achievement

|  |  |  |           |                 |  |
|--|--|--|-----------|-----------------|--|
|  |  |  | Person or | Process Used to |  |
|--|--|--|-----------|-----------------|--|

|   | Anticipated Barrier   | Strategy   | Position Responsible for Monitoring    | Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|--|--|---|---|
| 1 | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.  | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)   | Principal, LLT, Team Leaders, Teachers | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 2 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Ability group where possible. Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize district adopted core curriculum, off level, with modifications. | Principal, LLT, Team Leaders, Teachers | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |

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

|  |   |
|--|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | Economically disadvantaged students will demonstrate satisfactory progress on the Math FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 53% of economically disadvantaged students made satisfactory progress bypassing the target AMO (40%)               | 60% of economically disadvantaged students will demonstrate satisfactory progress.          |

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 significant financial, physical, medical, emotional and developmental levels associated with this sub group, limited background knowledge and vocabulary. | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>Ability group where possible. Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs Pre and Post Assesments, Teacher developed Curriculum Based Assessments | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |

End of High School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

|  |                     |   |   |   |                 |
|--|---------------------|---|---|---|-----------------|
| 1. Students scoring at Achievement Level 3 in Algebra.<br>Algebra Goal #1: |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                 |
| 2012 Current Level of Performance:   |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA   |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                    |                     |   |   |   |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA  | NA  | NA  | NA              |

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

|  |                     |   |   |   |                 |
|--|---------------------|---|---|---|-----------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br>Algebra Goal #2: |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                 |
| 2012 Current Level of Performance:   |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA   |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                                    |                     |   |   |   |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA  | NA  | NA  | Na              |

*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.<br>Geometry Goal #1: |  | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |  |  |  |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:   |  |  |  |
| NA   |  | NA  |  |  |  |

Problem-Solving Process to Increase Student Achievement

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

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

|  |   |
|--|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br>Geometry Goal #2: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| NA   | NA  |

Problem-Solving Process to Increase Student Achievement

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

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    |
|--|---|---|---|--|--|--|
| Effective Instructional Strategies           | Pre-Kindergarten to 12                      | Principal, District Staff   | Schoolwide PLC  | Early Release Wednesdays, monthly.   | Lesson Plans Classroom Walk through Ongoing data chats | Principal Lead Teacher BRT/API                   |
| Infusing Technology and Augmentative Systems | Pre-Kindergarten to 12th; all subject areas | Principal Digital Educators ATENS District Team ATENS School Team | Schoolwide PLC topic with implementation in small / team groups   | Early Release Wednesdays once a month, Planning periods as needed w/ team and facilitators | Lesson Plans Classroom Walk through Data Chats         | Principal Lead Teacher BRT/API ATENS school team |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) |                          |                                      |                    |
|---------------------------------------|--------------------------|--------------------------------------|--------------------|
| Strategy                              | Description of Resources | Funding Source                       | Available Amount   |
| Equals Math Curriculum                | Core Curriculum          | ESE District                         | \$0.00             |
| Unique Learning Systems               | Supplemental Curriculum  | ESE District School Advisory Council | \$100.00           |
|                                       |                          |                                      | Subtotal: \$100.00 |

| Technology                             |  |  |                    |
|--|--|--|--------------------|
| Strategy                               | Description of Resources   | Funding Source   | Available Amount   |
| Interactive web based technology       | Interactive smart boards / projection devices and Software licenses (Brain Pop, etc) | District Instructional Technology, District Curriculum, ESE, School Advisory Council | \$200.00           |
| ACIIS                                  | District interactive lesson planning, walk through                                   | District Instructional Technology  | \$0.00             |
|  |  |  | Subtotal: \$200.00 |
| Professional Development               |  |  |                    |
| Strategy                               | Description of Resources   | Funding Source   | Available Amount   |
| PLC for Instructional Practices        | Stipends, substitutes, consultants   | School Advisory Council CREATE   | \$100.00           |
| PLC for Interactive Technology         | Stipends, substitutes, digital educators   | School Advisory Council Instructional Technology                                     | \$100.00           |
| Lesson Study                           | Stipends, Substitutes  | School Advisory Council  | \$200.00           |
| PD 360                                 | On line professional development for targeted instruction                            | District   | \$0.00             |
|  |  |  | Subtotal: \$400.00 |
| Other                                  |  |  |                    |
| Strategy                               | Description of Resources   | Funding Source   | Available Amount   |
| Community Based Instruction / Training | Transportation Fees (admissions, materials, etc)                                     | District ESE School Advisory Council   | \$200.00           |
| Classroom Walk throughs                | Regular classroom visits by Leadership Team  | District funds   | \$0.00             |
|  |  |  | Subtotal: \$200.00 |
| <b>Grand Total: \$900.00</b>           |  |  |                    |

*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.   |  | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                              |
| Science Goal #1a:  |  |   |   |   |                              |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:   |   |   |                              |
| NA   |  | NA  |   |   |                              |
| Problem-Solving Process to Increase Student Achievement  |  |   |   |   |                              |
|  | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool              |
| 1  | NA   | NA  | NA  | NA  | NA                           |
|  | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary. | Participate in Community Based Instructions (CBI)<br><br>Utilize Unique research based supplemental program   | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum | Florida Alternate Assessment |

|   |   |   |  |   |   |
|---|---|---|--|---|---|
| 2 | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). |   |  | Based Assessments   |   |
| 3 | Students do not communicate in traditional methods and need alternate or assistive technology.  | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices).  | Administration, teachers, digital educators, SLPs, OTs, ATENS                                | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments |
| 4 | Poor attendance due to medical complexities, truancy or health issues.  | Maintain communication with parent or guardians.<br><br>Manage and update student health care plans.<br><br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses. | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of attendance reports<br><br>Staff training records<br><br>Nurses notes | Attendance reports<br><br>Florida Alternate Assessment data                         |

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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | Increase the percentage of students scoring Levels 4, 5 or 6 on the Science FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 29% (2/7) scored Level 4, 5, or 6 on the Science FAA   | 50% (4/8) will score level 4, 5, or 6 on FAA Science.                            |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy       | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool   |
|---------------------|----------------|---|---|-------------------|
| Due to significant  | Participate in | Principal, LLT,                               | On going Progress                                   | Florida Alternate |



|   |  |   |  |  |                              |
|---|--|---|--|--|------------------------------|
| 1 | physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.  | Community Based Instructions (CBI)<br><br>Utilize Unique research based supplemental program                | Team Leaders, Teachers                 | Monitoring Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments.                    | Assessment                   |
| 2 | . Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Levels below 5 (either the Participatory or Supported Category) of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI)<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments Teacher developed Curriculum Based Assessments | Florida Alternate Assessment |

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

|   |   |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| NA  | NA  |

Problem-Solving Process to Increase Student Achievement

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

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

|   |   |
|---|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | Increase the number of students scoring Level 7 or higher on the FAA Science. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 0% (0/7) scored Level 7 or higher on Science FAA.   | 25% (3/7) will score Level 7 or higher on FAA Science                         |

Problem-Solving Process to Increase Student Achievement

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

|   |  |   |  |  |                              |
|---|--|---|--|--|------------------------------|
| 1 | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary. | Participate in Community Based Instruction.<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments. | Florida Alternate Assessment |
|---|--|---|--|--|------------------------------|

## 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.<br><br>Science Goal #1:  |   | Students will demonstrate grade level proficiency on the Science FAA.  |   |   |   |
| 2012 Current Level of Performance:   |   | 2013 Expected Level of Performance:  |   |   |   |
| NA -- there were no 11th grade students participating in FAA Science during 2011-2012  |   | 50% (6/12) 11th grade students will score Level 4, 5, or 6 on FAA Science.   |   |   |   |
| Problem-Solving Process to Increase Student Achievement  |   |  |   |   |   |
|  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring                 | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| 1  | Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI)<br><br>Utilize Unique research based supplemental program  | Principal, LLT, Team Leaders, Teachers                        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments, Teacher developed Curriculum Based Assessments | Florida Alternate Assessment  |
| 2  | Students do not communicate in traditional methods and need alternate or assistive technology.  | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.<br><br>Utilize interactive and web based resources.<br><br>Purchase necessary technology (software and devices). | Administration, teachers, digital educators, SLPs, OTs, ATENS | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments   | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| 3 | Poor attendance due to medical complexities, truancy or health issues. | Maintain communication with parent or guardians.<br><br>Manage and update student health care plans.<br><br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses. | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of attendance reports<br><br>Staff training records<br><br>Nurses notes | Attendance reports<br><br>Florida Alternate Assessment data |
|---|--|---|--|---|---|

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.<br><br>Science Goal #2: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| NA - no students participated in the FAA High School Science assessment                                   | 20% (2/12) will score Level 7 or higher on the High School FAA Science assessment.  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool              |
|---|--|---|---|---|------------------------------|
| 1 | . Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Levels below 5 (either the Participatory or Supported Category) of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI)<br><br>Utilize Unique research based supplemental program | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments<br>Teacher developed Curriculum Based Assessments | Florida Alternate Assessment |

## 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.<br>Biology Goal #1: |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                 |
| 2012 Current Level of Performance:   |                     | 2013 Expected Level of Performance:   |   |   |                 |
| NA   |                     | NA  |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                    |                     |   |   |   |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA  | NA  | NA  | NA              |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |   |   |   |   |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology.<br>Biology Goal #2:   |   | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment and currently do not take EOC in Biology.  |   |   |   |
| 2012 Current Level of Performance:   |   | 2013 Expected Level of Performance:   |   |   |   |
| NA   |   | NA  |   |   |   |
| Problem-Solving Process to Increase Student Achievement  |   |   |   |   |   |
|  | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                 | Process Used to Determine Effectiveness of Strategy                                 | Evaluation Tool   |
| 1  | Most students' cognitive ability places them currently in Level 1, 2, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Uninterrupted instructional periods in core academic classes<br><br>Utilize Unique research based supplemental program<br><br>Utilize ESE District adopted core curriculums (ie. Equals, MEville to WEville), and off level curriculum, with modifications. | Principal, LLT, Team Leaders, Teachers                        | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | Florida Alternate Assessment Pre / Post Assessments from core and supplemental curriculums. |
| 2  | Students do not communicate in traditional methods and need alternate or assistive technology.  | Continue to utilize assistive technology and alternate systems of communication for student responding.<br><br>Provide continued staff development in assistive or alternate communication systems.   | Administration, teachers, digital educators, SLPs, OTs, ATENS | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments | On going Progress Monitoring<br>Classroom Walk Throughs<br>Pre and Post Assessments         |

|   |  |   |  |   |   |
|---|--|---|--|---|---|
|   |  | Utilize interactive and web based resources.  |  |   |   |
|   |  | Purchase necessary technology (software and devices).   |  |   |   |
| 3 | Poor attendance due to medical complexities, truancy or health issues. | Maintain communication with parent or guardians.<br><br>Manage and update student health care plans.<br><br>Ensure necessary staffing and training to implement individual health care plans.<br><br>Regularly scheduled Student Services team meetings<br><br>Initiate and maintain Hospital Homebound status when necessary to ensure continued instruction during illnesses. | Administration, Nursing, Teachers, Student Services Team, Truancy Officer, Data Base Manager | Review of Care Plans<br><br>Student Services Team meeting, minutes.<br><br>Monitoring of attendance reports<br><br>Staff training records<br><br>Nurses notes | Attendance reports<br><br>Florida Alternate Assessment data<br><br>Pre / post tests<br><br>OPM and data chats |

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    |
|---|---|---|--|--|--|--|
| Effective Instructional Strategies            | Pre-Kindergarten to 12                      | Principal, District Staff   | Schoolwide PLC   | Early Release Wednesdays, monthly.   | Lesson Plans Classroom Walk through Ongoing data chats | Principal Lead Teacher BRT/API                   |
| Infusing Technology and Augementative Systems | Pre-Kindergarten to 12th; all subject areas | Principal Digital Educators ATENS District Team ATENS School Team | Schoolwide PLC topic with implementation in small / team groups    | Early Release Wednesdays once a month, Planning periods as needed w/ team and facilitators | Lesson Plans Classroom Walkthroughs Data Chats         | Principal Lead Teacher BRT/API ATENS school team |

Science Budget:

| Evidence-based Program(s)/Material(s) |  |  |                    |
|---------------------------------------|--|--|--------------------|
| Strategy                              | Description of Resources   | Funding Source   | Available Amount   |
| Unique Learning Systems and News2U    | Comprehensive interactive thematic supplemental curriculum           | District ESE   | \$0.00             |
| AIMS and GEMS                         | stipends, substitutes for training on programs, curriculum materials | District District ESE School funds School Advisory Council | \$200.00           |
|                                       |  |  | Subtotal: \$200.00 |
| <b>Technology</b>                     |  |  |                    |

| Strategy   | Description of Resources  | Funding Source   | Available Amount |
|--|---|--|------------------|
| Discovery Education and other web based interactive software | websites, software, licenses  | District Instructional Technology<br>District ESE School Funds         | \$0.00           |
| Subtotal: \$0.00   |   |  |                  |
| <b>Professional Development</b>                              |   |  |                  |
| Strategy   | Description of Resources  | Funding Source   | Available Amount |
| Effective Instructional Strategies PLC                       | stipends and substitutes to implement strategies and observe others implementing strategies.                                      | SAC CREATE   | \$100.00         |
| Infusing Technology PLC                                      | stipends and substitutes to implement strategies.   | SAC CREATE   | \$100.00         |
| Lesson Study   | substitutes to provide release time for teaches to plan and observe other teachers implementing a collaboratively planned lesson. | SAC  | \$200.00         |
| PD 360   | web based professional development opportunities  | District Funds   | \$0.00           |
| Subtotal: \$400.00   |   |  |                  |
| <b>Other</b>   |   |  |                  |
| Strategy   | Description of Resources  | Funding Source   | Available Amount |
| Community Based Instruction                                  | Transportation, admission, materials, supplies, for field trips   | School Advisory Council School Budget District ESE District Curriculum | \$200.00         |
| GEMS / AIMS  | Manipulatives required to re-supply and enhance the interactive supplemental science experiences                                  | SAC  | \$100.00         |
| Subtotal: \$300.00   |   |  |                  |
| <b>Grand Total: \$900.00</b>                                 |   |  |                  |

*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.<br><br>Writing Goal #1a:  |                     | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |   |                 |
| 2012 Current Level of Performance:   |                     |   | 2013 Expected Level of Performance:           |   |                 |
| NA   |                     |   | NA  |   |                 |
| Problem-Solving Process to Increase Student Achievement  |                     |   |   |   |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA  | NA  | NA  | NA              |

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

|  |   |
|--|---|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | Sidney Lanier is a special day school for students with pervasive developmental disabilities. 35% of students scored at performance levels 4 or above in writing. Our goal is to provide all students with the resources necessary to enable them to perform at their highest level possible. |
|--|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|            |            |
|------------|------------|
| 35% (6/17) | 50% (9/17) |
|------------|------------|

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 | Most students do not learn nor communicate in the traditional written format or manner.   | Purchase and expand the use of adapted / assistive technology for support programming in communication and functional academics.<br><br>Infuse SmartBoard technology into classroom instruction and programs.  | Teachers, SLPs, OTs, Administration           | Devices are in use by students in the classrooms<br><br>SmartBoards are in use to augment instruction and learning in the classrooms | FAA Writing scores.<br><br>Use of alternative communication system to communicate effectively<br><br>Ongoing Progress Monitoring in Data Chats with work samples. |
| 2 | Manuscript handwriting, the traditional manner for written communication is physically difficult for students with significant physical limitations.  | Implement Handwriting Without Tears program materials for select classes<br><br>OT and targeted teachers receive training on Handwriting Without Tears;<br><br>OT, SLP and ATENS will collaborate with teachers in determining the most appropriate response manner for communicating in written format. | Administration, Therapists, ATENS, Teachers   | Work samples<br><br>Assistive, Augmentative or technological devices in use regularly during Classroom Walk Throughs                 | FAA Writing scores<br><br>Work samples.<br><br>On going progress monitoring.  |
| 3 | . Due to significant physical, medical, emotional and developmental levels, limited background knowledge and vocabulary.<br><br>Most students' cognitive ability places them currently in Level 1, w, or 3 of either the Participatory or Supported Category of the Florida Alternate Assessment (FAA). | Participate in Community Based Instructions (CBI) and Community Based Training (CBT)<br><br>To enhance background knowledg, vocabulary and language skills, utilize Unique,a research based supplemental program, and the district adopted core curriculums,Treasures, off level, with modifications.    | Principal, LLT, Team Leaders, Teachers        | On going Progress Monitoring Classroom Walk Throughs<br><br>Work samples.  | FAA Writing scores.<br><br>Work samples<br><br>On going progress monitoring.  |

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 |
|--|--|--|--|--|---|---|
| Developing highly Effective Instructional Strategies utilizing technology. | Schoolwide Pre-K through 12th grade all subject areas. | Literacy Leadership Team, administration, Team Leaders, Digital Educators, ATENS therapists. | School wide.   | Monthly during Early Release Days with follow up during individual teacher planning times. | Lesson plans<br>Classroom Walk Throug observations<br>Student products. | Administration                                |

Writing Budget:

| Evidence-based Program(s)/Material(s)                   |  |   |                       |
|---|--|---|-----------------------|
| Strategy  | Description of Resources   | Funding Source  | Available Amount      |
| Handwriting Without Tears                               | Manuscript Curriculum  | SAC Funds School funds                                  | \$100.00              |
| Unique Learning Systems                                 | Thematic interactive supplemental curriculum   | District ESE SAC funds                                  | \$100.00              |
|   |  |   | Subtotal: \$200.00    |
| Technology  |  |   |                       |
| Strategy  | Description of Resources   | Funding Source  | Available Amount      |
| Interactive white boards and web based resources        | interactive boards Digital Educators   | District and School fundsfunds Instructional Technology | \$0.00                |
| Tablets and / or ipads as well as augmentative systems. | computer technology and software   | School Budget School Advisory Council                   | \$400.00              |
|   |  |   | Subtotal: \$400.00    |
| Professional Development                                |  |   |                       |
| Strategy  | Description of Resources   | Funding Source  | Available Amount      |
| No Data   | No Data  | No Data   | \$0.00                |
|   |  |   | Subtotal: \$0.00      |
| Other   |  |   |                       |
| Strategy  | Description of Resources   | Funding Source  | Available Amount      |
| Community Based Instruction                             | transportation, admission, materials, supplies to support increasing background knowledge to enhance writing proficiency | SAC   | \$100.00              |
|   |  |   | Subtotal: \$100.00    |
|   |  |   | Grand Total: \$700.00 |

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.<br>Civics Goal #1:   | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |



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

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

|  |                     |          |   |   |                 |
|--|---------------------|----------|---|---|-----------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics.<br>Civics Goal #2: |                     |          | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |                 |
| 2012 Current Level of Performance:   |                     |          | 2013 Expected Level of Performance:   |   |                 |
| NA   |                     |          | NA  |   |                 |
| Problem-Solving Process to Increase Student Achievement                                  |                     |          |   |   |                 |
|  | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA       | NA  | NA  | NA              |

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

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

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

Civics Budget:

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

| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|---------------------------------|--------------------------|----------------|----------------------------|
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

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.<br>U.S. History Goal #1:   |                     |          | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |   |                 |
| 2012 Current Level of Performance:   |                     |          | 2013 Expected Level of Performance:   |   |                 |
| NA   |                     |          | NA  |   |                 |
| Problem-Solving Process to Increase Student Achievement  |                     |          |   |   |                 |
|  | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1  | NA                  | NA       | NA  | NA  | NA              |

|  |  |  |   |                 |  |
|--|--|--|---|-----------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |  |   |                 |  |
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.<br>U.S. History Goal #2:   |  |  | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment. |                 |  |
| 2012 Current Level of Performance:   |  |  | 2013 Expected Level of Performance:   |                 |  |
| NA   |  |  | NA  |                 |  |
| Problem-Solving Process to Increase Student Achievement  |  |  |   |                 |  |
|  |  |  | Person or   | Process Used to |  |

|   | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | NA                  | NA       | NA                                  | NA                                  | NA              |

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

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

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

U.S. History Budget:

| Evidence-based Program(s)/Material(s) |                          |                |                            |
|---------------------------------------|--------------------------|----------------|----------------------------|
| Strategy                              | Description of Resources | Funding Source | Available Amount           |
|                                       |                          |                | \$0.00                     |
|                                       |                          |                | Subtotal: \$0.00           |
| Technology                            |                          |                |                            |
| Strategy                              | Description of Resources | Funding Source | Available Amount           |
|                                       |                          |                | \$0.00                     |
|                                       |                          |                | Subtotal: \$0.00           |
| Professional Development              |                          |                |                            |
| Strategy                              | Description of Resources | Funding Source | Available Amount           |
|                                       |                          |                | \$0.00                     |
|                                       |                          |                | Subtotal: \$0.00           |
| Other                                 |                          |                |                            |
| Strategy                              | Description of Resources | Funding Source | Available Amount           |
|                                       |                          |                | \$0.00                     |
|                                       |                          |                | Subtotal: \$0.00           |
|                                       |                          |                | <b>Grand Total: \$0.00</b> |

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<br>Attendance Goal # 1:   | Reduce the number of students with 10 or more unexcused absences or increase the average percentage of students in attendance on a daily basis. |
| 2012 Current Attendance Rate:   | 2013 Expected Attendance Rate:  |

|   |   |
|---|---|
| Student count: 142<br>Average Daily Attendance: 97<br>Average Daily percentage of students in attendance: 86%   | Average Daily Percentage of students under the age of 18 in attendance will increase by 5% (94%.)   |
| Student count (ages 5-18): 105<br>Average Daily Attendance (ages 5 -18): 94<br>Average Percent of students in attendance (ages 5-18): 89%                                   |   |
| 2012 Current Number of Students with Excessive Absences (10 or more)  | 2013 Expected Number of Students with Excessive Absences (10 or more)                               |
| 21 students under age 18 had 10 or more absences during the 2011-2012 school year. A majority of these students have significant medical, cognitive and behavior disorders. | 18 students between the ages of 5 and 18 will have 10 or more unexcused absences during 2012 - 2013 |
| 2012 Current Number of Students with Excessive Tardies (10 or more)   | 2013 Expected Number of Students with Excessive Tardies (10 or more)                                |
| NA  | NA  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|--|--|---|--|--|
| 1 | Unforeseen circumstances that could prevent a student(s) from attending school | Monitor attendance<br>Contact parents / caregivers of students who are absent frequently<br>Pursue Hospital Homebound / Home Instruction services for students who qualify<br>Work with attendance officer as needed | Teachers, Student Services Team               | Results of interventions that are employed for each student being monitored<br><br>Monthly review of attendance during Student Services Meetings | Comparison of 2013 attendance data to 2012 attendance data<br><br>Quarterly Data Chat regarding attendance |

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

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

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

Attendance Budget:

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

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

End of 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<br>Suspension Goal # 1:                                       | Reduce the number of in school and out of school suspensions by 10%. |
| 2012 Total Number of In-School Suspensions                                  | 2013 Expected Number of In-School Suspensions                        |
| 1 ISS resulting in 1 day.   | No In School Suspensions   |
| 2012 Total Number of Students Suspended In-School                           | 2013 Expected Number of Students Suspended In-School                 |
| 1 student   | 1 or less  |
| 2012 Number of Out-of-School Suspensions                                    | 2013 Expected Number of Out-of-School Suspensions                    |
| 44 out of school suspensions resulting in a total of 61 days out of school. | 30 or less out of school suspensions resulting in less than 40 days. |
| 2012 Total Number of Students Suspended Out-of-School                       | 2013 Expected Number of Students Suspended Out-of-School             |
| 19 students received out of school suspensions                              | 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            |
|--|--------------------------------|---|---|----------------------------|
| Instructional staff new to the school needs to | Schedule and conduct trainings | Administration                                | All school staff is trained in use of NCI           | Documentation that 100% of |

|   |   |  |                |  |  |
|---|---|--|----------------|--|--|
| 1 | be trained in Non-violent Crisis Intervention and veteran instructional staff needs NCI refresher class                 |  |                | techniques<br><br>Protocol is followed in behavior events that occur   | instructional staff is trained   |
| 2 | Several students have multiple issues / diagnosis that result in behavior issues toward themselves, others or property. | Update training for all instructional staff on conducting functional behavior assessments (FBAs)<br><br>Develop Behavior Intervention Plans (BIPs) based on the FBA.<br><br>Collect data<br><br>Monitor and review plans regularly.<br>Update / revise as necessary. | Administration | 9 week review of Quarterly discipline report<br><br>Reduction in suspensions<br><br>Data review specific to BIPs<br><br>Positive behavior supports and / or interventions in place<br><br>Plans reviewed / updated | Documentation of meetings, supports and interventions<br><br>End of Year Discipline Report |

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 |
|--|------------------------------|--|---|--|--|---|
| Functional Behavior Assessments and Behavior Intervention Planning | All grades and subject areas | BRT, Principal, Lead Teacher, Psychologist | School wide   | Early Release Wednesdays, Planning times, release time                         | Completed FBAs and BIPs implemented with data collected and interpreted. | Student Services Team                         |

Suspension Budget:

| Evidence-based Program(s)/Material(s)           |   |   |                    |
|---|---|---|--------------------|
| Strategy  | Description of Resources  | Funding Source  | Available Amount   |
| Schoolwide Positive Behavior Support (SW-PBS)   | District support staff, substitutes for release time, stipends, training, DOE developed protocols, team building and positive behavior interventions. | School Budget CREATE District ESE budget SAC              | \$200.00           |
| Non-Verbal Crisis Intervention Prevention (CPI) | Substitutes for release time, District staff, FDLRS staff training on intervention strategies and deescalation procedures                             | District ESE budget FDLRS SAC                             | \$200.00           |
|   |   |   | Subtotal: \$400.00 |
| Technology                                      |   |   |                    |
| Strategy  | Description of Resources  | Funding Source  | Available Amount   |
| NA  | NA  | NA  | \$0.00             |
|   |   |   | Subtotal: \$0.00   |
| Professional Development                        |   |   |                    |
| Strategy  | Description of Resources  | Funding Source  | Available Amount   |
| FBA / BIP Professional Learning Community       | In-service, training, student and peer observations, release time / substitutes, District Psychologist,   | District ESE CREATE School Budget School Advisory Council | \$200.00           |

|  |  |                              |                              |
|--|--|------------------------------|------------------------------|
| team PLC meetings                                |  |                              |                              |
|  |  |                              | Subtotal: \$200.00           |
| <b>Other</b>                                     |  |                              |                              |
| Strategy   | Description of Resources                   | Funding Source               | Available Amount             |
| School wide Positive Behavior Support incentives | Incentives, rewards, recognition materials | SAC School Internal Accounts | \$200.00                     |
|  |  |                              | Subtotal: \$200.00           |
|  |  |                              | <b>Grand Total: \$800.00</b> |

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

|  |   |
|--|---|
| 1. Dropout Prevention<br><br>Dropout Prevention Goal #1:<br><br><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 100% of students will graduate with their class during their designated year (age of turning 22). |
| 2012 Current Dropout Rate:   | 2013 Expected Dropout Rate:   |
| <1%  | 0%  |
| 2012 Current Graduation Rate:  | 2013 Expected Graduation Rate:  |
| 100% (7) students graduated at the end of the 2011-2012 school year.)  | 100% (6 students are expected to graduate at the end of the 2012-2013 school year.)               |

### 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 | Unforeseen circumstances that could prevent a student(s) from graduating | Maintain contact with parents / caregivers of students who will be 22 years of age by the end of the first and second semesters<br><br>Provide assistance to those who have encountered unforeseen circumstances that could prevent their child from graduating and intervene as applicable | Teachers, Counselor, Nurse, Truancy Officer, Administration | Contact is maintained with caregivers of graduating seniors<br><br>Assistance is provided to those in need | Number of students who graduate at the end of the 2012-2013 school year compared to the number of students eligible to graduate |

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    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Technology                            |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Professional Development              |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$0.00              |
|                                       |                          |                | Subtotal: \$0.00    |
| Other                                 |                          |                |                     |
| Strategy                              | Description of Resources | Funding Source | Available Amount    |
|                                       |                          |                | \$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:   |   |
| <p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> | <p>100% of parents / guardians will attend at least one school and / or educational function.</p>                         |
| <p>2012 Current Level of Parent Involvement:</p>  | <p>2013 Expected Level of Parent Involvement:</p>   |
| <p>100% of parents/caregivers were involved in the educational process of their children during the 2011-2012 school year.</p>  | <p>100% of parents/guardians will attend at least one educational / school function during the 2012-2013 school year.</p> |



| Problem-Solving Process to Increase Student Achievement |   |   |  |   |  |
|---|---|---|--|---|--|
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| 1   | Uninvolvement of a student(s)' parents / caregivers in their educational process                                  | Maintain contact with parents / caregivers of students<br><br>Preferential scheduling of meetings   | Teachers, Counselor and Guidance Staff, Nurse, Administration                        | All parents / caregivers are invited to their child's IEP meeting(s) and parent / teacher conferences<br><br>Assistance regarding how to monitor progress and improve performance is offered during contact with parents / caregivers | 100% of parents / caregivers invited to meetings<br><br>Assistance offered is documented per student |
| 2   | Because students attend from all areas of Alachua County, transportation, child care, etc is sometimes difficult. | Provide assistance (such as arranging for / providing transportation; conducting a telephone conference, preferred meeting times) to decrease the likelihood of uninvolvement | Teachers, Counselor, Administration, Nurse, Guidance Staff                           | Attendance sheets, participation in IEP meetings (signature pages), conference notes, sign in documentation   | End of year summary report by teacher  |
| 3   | Parents / guardians may not have knowledge in a timely fashion for events and activities that occur on campus     | Increase Home / School communication (marquee, flyers, phone home, School Days, newspaper, newsletters, website, calendar, etc)   | Administration, Front Office Staff, Guidance Staff, Media Center Staff, School Nurse | Parent Survey   | End of Year parent survey<br><br>End of year count on percentage of parent involvement.              |

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

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

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

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) |  |                |                    |
|---------------------------------------|--|----------------|--------------------|
| Strategy                              | Description of Resources                               | Funding Source | Available Amount   |
| NA                                    | NA   | NA             | \$0.00             |
|                                       |  |                | Subtotal: \$0.00   |
| Technology                            |  |                |                    |
| Strategy                              | Description of Resources                               | Funding Source | Available Amount   |
| School and Teacher websites           | stipends for training and substitutes for release time | SAC CREATE     | \$100.00           |
|                                       |  |                | Subtotal: \$100.00 |
| Professional Development              |  |                |                    |

| Strategy   | Description of Resources  | Funding Source | Available Amount             |
|--|---|----------------|------------------------------|
| Inservice on Increasing Parent / School communication and building relationships | Team and staff meetings, release time to confer and follow up on training                             | School Budget  | \$0.00                       |
|  |   |                | Subtotal: \$0.00             |
| <b>Other</b>   |   |                |                              |
| Strategy   | Description of Resources  | Funding Source | Available Amount             |
| Opportunities to involve parents in their child's school day.                    | Incentives, awards, recognition programs, etc to bring parents to campus for other than IEP meetings. | SAC            | \$400.00                     |
|  |   |                | Subtotal: \$400.00           |
|  |   |                | <b>Grand Total: \$500.00</b> |

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<br>STEM Goal #1:  |                     |          | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students participate in the Florida Alternate Assessment and currently are not involved in STEM activities |   |                 |
| Problem-Solving Process to Increase Student Achievement                                 |                     |          |  |   |                 |
|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1   | NA                  | NA       | NA   | NA  | NA              |

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

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

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

STEM Budget:

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

| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|---------------------------------|--------------------------|----------------|----------------------------|
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|                                 |                          |                | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

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<br>CTE Goal #1:  |   | Sidney Lanier is a special day school for students with pervasive developmental disabilities. All students who have completed their traditional 12th grade but remain until age 22, will participate in Community Based Instruction and Community Based Training for vocational training. |   |   |   |
| 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   | Limited community resources for off campus training | Increase awareness of local surrounding community of school needs.<br><br>Provide release time for CBT teachers to make community contacts  | Administration, Transition Team, District CBT Coordinator | Quarterly review of sites and student assignments                 | End of Year summary of program.                                 |
| 2   | Current limited on campus vocational opportunities  | Develop more on campus daily opportunities for extended periods of training (ie classroom assistant).<br><br>Develop a variety of on campus alternative vocational training opportunities (ie monthly car washes / detailing)   | Administration, Transition Team, District CBT coordinator | Quarterly review of sites, activities, and student participation. | End of year summary of placements, returning sites, and report. |

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

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

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

CTE Budget:

| Evidence-based Program(s)/Material(s)                                       |  |                         |                              |
|---|--|-------------------------|------------------------------|
| Strategy  | Description of Resources                                     | Funding Source          | Available Amount             |
| NA  | NA   | NA                      | \$0.00                       |
|   |  |                         | Subtotal: \$0.00             |
| Technology  |  |                         |                              |
| Strategy  | Description of Resources                                     | Funding Source          | Available Amount             |
| NA  | NA   | NA                      | \$0.00                       |
|   |  |                         | Subtotal: \$0.00             |
| Professional Development  |  |                         |                              |
| Strategy  | Description of Resources                                     | Funding Source          | Available Amount             |
| NA  | NA   | NA                      | \$0.00                       |
|   |  |                         | Subtotal: \$0.00             |
| Other   |  |                         |                              |
| Strategy  | Description of Resources                                     | Funding Source          | Available Amount             |
| Participate in on and off site work settings with supervision and training. | Transportation Stipends, substitutes, miscellaneous expenses | School Advisory Council | \$200.00                     |
|   |  |                         | Subtotal: \$200.00           |
|   |  |                         | <b>Grand Total: \$200.00</b> |

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |   |   |  |                      |
|---------------------------------------|---|---|--|----------------------|
| Goal                                  | Strategy  | Description of Resources  | Funding Source   | Available Amount     |
| Reading                               | Treasures Reading Series (off level)            | District Core Reading Curriculum  | District Curriculum School Advisory Council  | \$0.00               |
| Reading                               | Meville to Weville Reading Program              | Supplemental Reading program for students on Alternate Assessment   | District ESE   | \$0.00               |
| Reading                               | Unique  | Supplemental Interactive computer program for students on alternate assessment.   | District ESE, School Advisory Council  | \$100.00             |
| CELLA                                 |   |   |  | \$0.00               |
| Mathematics                           | Equals Math Curriculum                          | Core Curriculum   | ESE District   | \$0.00               |
| Mathematics                           | Unique Learning Systems                         | Supplemental Curriculum   | ESE District School Advisory Council   | \$100.00             |
| Science                               | Unique Learning Systems and News2U              | Comprehensive interactive thematic supplemental curriculum  | District ESE   | \$0.00               |
| Science                               | AIMS and GEMS                                   | stipends, substitutes for training on programs, curriculum materials  | District District ESE School funds School Advisory Council                           | \$200.00             |
| Writing                               | Handwriting Without Tears                       | Manuscript Curriculum   | SAC Funds School funds   | \$100.00             |
| Writing                               | Unique Learning Systems                         | Thematic interactive supplemental curriculum  | District ESE SAC funds   | \$100.00             |
| Civics                                | NA  | NA  | NA   | \$0.00               |
| U.S. History                          |   |   |  | \$0.00               |
| Attendance                            | NA  | NA  | NA   | \$0.00               |
| Suspension                            | Schoolwide Positive Behavior Support (SW-PBS)   | District support staff, substitutes for release time, stipends, training, DOE developed protocols, team building and positive behavior interventions. | School Budget CREATE District ESE budget SAC   | \$200.00             |
| Suspension                            | Non-Verbal Crisis Intervention Prevention (CPI) | Substitutes for release time, District staff, FDLRS staff training on intervention strategies and deescalation procedures                             | District ESE budget FDLRS SAC  | \$200.00             |
| Dropout Prevention                    |   |   |  | \$0.00               |
| Parent Involvement                    | NA  | NA  | NA   | \$0.00               |
| STEM                                  |   |   |  | \$0.00               |
| CTE                                   | NA  | NA  | NA   | \$0.00               |
|                                       |   |   |  | Subtotal: \$1,000.00 |
| Technology                            |   |   |  |                      |
| Goal                                  | Strategy  | Description of Resources  | Funding Source   | Available Amount     |
| Reading                               | Interactive web based technology                | Interactive smart boards / projection devices Software licenses tablets/ipads   | District Instructional Technology, District Curriculum, ESE, School Advisory Council | \$500.00             |
| Reading                               | ACIIS   | District web-based resources (CWT, PCG, etc)  | District Instructional Technology  | \$0.00               |
| CELLA                                 |   |   |  | \$0.00               |
| Mathematics                           | Interactive web based technology                | Interactive smart boards / projection devices and Software licenses (Brain Pop, etc)  | District Instructional Technology, District Curriculum, ESE, School Advisory Council | \$200.00             |

|                    |  |  |   |            |
|--------------------|--|--|---|------------|
| Mathematics        | ACIIS  | District interactive lesson planning, walk through     | District Instructional Technology                           | \$0.00     |
| Science            | Discovery Education and other web based interactive software | websites, software, licenses                           | District Instructional Technology District ESE School Funds | \$0.00     |
| Writing            | Interactive white boards and web based resources             | interactive boards Digital Educators                   | District and School funds Instructional Technology          | \$0.00     |
| Writing            | Tablets and / or ipads as well as augmentative systems.      | computer technology and software                       | School Budget School Advisory Council                       | \$400.00   |
| Civics             |  |  |   | \$0.00     |
| U.S. History       |  |  |   | \$0.00     |
| Attendance         | NA   | NA   | NA  | \$0.00     |
| Suspension         | NA   | NA   | NA  | \$0.00     |
| Dropout Prevention |  |  |   | \$0.00     |
| Parent Involvement | School and Teacher websites                                  | stipends for training and substitutes for release time | SAC CREATE  | \$100.00   |
| STEM               |  |  |   | \$0.00     |
| CTE                | NA   | NA   | NA  | \$0.00     |
| Subtotal:          |  |  |   | \$1,200.00 |

**Professional Development**

| Goal         | Strategy                                  | Description of Resources  | Funding Source  | Available Amount |
|--------------|---|---|---|------------------|
| Reading      | PLC for Instructional Practices           | Stipends, substitutes, consultants  | School Advisory Council CREATE                            | \$100.00         |
| Reading      | PLC for Interactive Technology            | Stipends, substitutes, digital educators  | School Advisory Council Instructional Technology          | \$100.00         |
| Reading      | PD 360                                    | Web based Interactive Professional Development program  | District  | \$0.00           |
| Reading      | Lesson Study                              | Stipends, Substitutes   | School Advisory Council                                   | \$200.00         |
| CELLA        |   |   |   | \$0.00           |
| Mathematics  | PLC for Instructional Practices           | Stipends, substitutes, consultants  | School Advisory Council CREATE                            | \$100.00         |
| Mathematics  | PLC for Interactive Technology            | Stipends, substitutes, digital educators  | School Advisory Council Instructional Technology          | \$100.00         |
| Mathematics  | Lesson Study                              | Stipends, Substitutes   | School Advisory Council                                   | \$200.00         |
| Mathematics  | PD 360                                    | On line professional development for targeted instruction   | District  | \$0.00           |
| Science      | Effective Instructional Strategies PLC    | stipends and substitutes to implement strategies and observe others implementing strategies.                                      | SAC CREATE  | \$100.00         |
| Science      | Infusing Technology PLC                   | stipends and substitutes to implement strategies.   | SAC CREATE  | \$100.00         |
| Science      | Lesson Study                              | substitutes to provide release time for teaches to plan and observe other teachers implementing a collaboratively planned lesson. | SAC   | \$200.00         |
| Science      | PD 360                                    | web based professional development opportunities  | District Funds  | \$0.00           |
| Civics       |   |   |   | \$0.00           |
| U.S. History |   |   |   | \$0.00           |
| Attendance   | NA  | NA  | NA  | \$0.00           |
| Suspension   | FBA / BIP Professional Learning Community | In-service, training, student and peer observations, release time / substitutes, District Psychologist, team PLC meetings         | District ESE CREATE School Budget School Advisory Council | \$200.00         |

|                    |  |  |  |                         |
|--------------------|--|--|--|-------------------------|
| Dropout Prevention |  |  |  | \$0.00                  |
| Parent Involvement | Inservice on Increasing Parent / School communication and building relationships | Team and staff meetings, release time to confer and follow up on training  | School Budget  | \$0.00                  |
| STEM               |  |  |  | \$0.00                  |
| CTE                | NA   | NA   | NA   | \$0.00                  |
|                    |  |  |  | Subtotal: \$1,400.00    |
| <b>Other</b>       |  |  |  |                         |
| Goal               | Strategy   | Description of Resources   | Funding Source   | Available Amount        |
| Reading            | Community Based Instruction / Training   | Transportation and miscellaneous Fees (admissions, materials, etc)   | District ESE School Advisory Council   | \$100.00                |
| Reading            | Classroom Walk throughs  | Regular classroom visits by Leadership Team  | School   | \$0.00                  |
| CELLA              |  |  |  | \$0.00                  |
| Mathematics        | Community Based Instruction / Training   | Transportation Fees (admissions, materials, etc)   | District ESE School Advisory Council   | \$200.00                |
| Mathematics        | Classroom Walk throughs  | Regular classroom visits by Leadership Team  | District funds   | \$0.00                  |
| Science            | Community Based Instruction  | Transportation, admission, materials, supplies, for field trips  | School Advisory Council<br>School Budget District<br>ESE District Curriculum | \$200.00                |
| Science            | GEMS / AIMS  | Manipulatives required to re-supply and enhance the interactive supplemental science experiences                         | SAC  | \$100.00                |
| Writing            | Community Based Instruction  | transportation, admission, materials, supplies to support increasing background knowledge to enhance writing proficiency | SAC  | \$100.00                |
| Civics             |  |  |  | \$0.00                  |
| U.S. History       |  |  |  | \$0.00                  |
| Attendance         | NA   | NA   | NA   | \$0.00                  |
| Suspension         | School wide Positive Behavior Support incentives                                 | Incentives, rewards, recognition materials   | SAC School Internal Accounts   | \$200.00                |
| Dropout Prevention |  |  |  | \$0.00                  |
| Parent Involvement | Opportunities to involve parents in their child's school day.                    | Incentives, awards, recognition programs, etc to bring parents to campus for other than IEP meetings.                    | SAC  | \$400.00                |
| STEM               |  |  |  | \$0.00                  |
| CTE                | Participate in on and off site work settings with supervision and training.      | Transportation Stipends, substitutes, miscellaneous expenses   | School Advisory Council  | \$200.00                |
|                    |  |  |  | Subtotal: \$1,500.00    |
|                    |  |  |  | Grand Total: \$5,100.00 |

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

|                                   |                                |                                  |                             |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

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     |
|---|------------|
| School Advisory Council funds will be utilized to support strategies and initiatives identified in the School Improvement Plan including but not limited to stipends, substitutes, transportation, materials, resources, Community Based Instruction (CBI), Community Based Training (CBT) consultants, travel, supplies workshops, inservice, and technology | \$5,000.00 |

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

Sidney Lanier School Advisory Council will meet monthly to review progress on School Improvement Plan strategies and to identify necessary resources for implementation of these strategies. The SAC is responsible for the disbursement of school improvement funds based on school/teacher needs and alignment with this School Improvement Plan. The school's priority focus for the academic school year 2012 -2013 will include increasing reading, math, science and writing proficiency scores while reducing attendance and suspension rates. In addition, SAC will assist the school in fostering a stronger relationship and communication between school/parent/community. Staff development regarding positive behavior strategies, classroom and instructional engagement, technology, behavior assessment and the promotion of healthy physical lifestyles.

## 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