

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: POTENTIALS CHARTER SCHOOL

District Name: Palm Beach

Principal: Dr Tiffany North

SAC Chair: Christi Chane

Superintendent: Wayne Gent

Date of School Board Approval: 10/4/2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr Tiffany North	PhD	2.3	2.3	PhD Educational Leadership

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.

	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)
No data submitted					

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	Per Potentials' therapeutic-education model, at the center of each classroom is a special educator. Special educators are recruited via classified ads, various community publications, the School District of Palm Beach County's job fair, as well as through collegiate affiliations and contacts. Once employed, the special educator is supported by her interdisciplinary team, including a physical therapist & physical therapy assistant, occupational therapist, speech-language pathologist, registered nurse, and instructional aides. Financial assistance for continuing education opportunities is additionally provided, through the Parent Teacher Organization.	Dr Tiffany North	Ongoing	
2	Hire teachers and paraprofessionals that are Highly qualified	Dr Tiffany North	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All staff highly qualified.	1. Teachers will be encouraged to take SAE and or endorsement for HQ, in field, and OOC compliance. 2. Staff will participate in the schoolwide professional development.

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
2	50.0%(1)	0.0%(0)	50.0%(1)	0.0%(0)	100.0%(2)	100.0%(2)	50.0%(1)	0.0%(0)	50.0%(1)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			The Curriculum Specialist will provide ongoing training for all teachers and speech therapists in regards to the literacy program for students who are non-verbal. The Curriculum Specialist will act as a liason between

Jennifer Fraiman

Sara Trovinger

Literacy Training

the classrooms to ensure program continuity. Bimonthly teacher meetings will be held by the Principal or Curriculum Specialist. In addition, the Curriculum Specialist will co-teach with each teacher at least once a week, to model best practices.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 Funds are used to support Classroom Instruction (technology), Family Involvement and Professional Development of both staff and families. Potentials Charter School is a program of The Arc of Palm Beach County. Title 1 helps to increase family involvement through trainings, meetings, participation and involvement in school wide plans, and academic activities to support their child success. Additionally professional development is supported by our staff being allowed to attend local and national trainings and in turn working with higher skills and knowledge with the students as well as teaching parents those activities. Supplies are also used in this area from Title 1.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

- 1) Potentials Charter School staff includes a registered nurse. The nurse is a pivotal member of Potentials' interdisciplinary team, as she maintains the most current information regarding student health and medical concerns. Communication amongst parent-nurse is established immediately upon student enrollment via a home visit and is further maintained continuously on a day-by-day, week-by-week basis. The nurse may address student illnesses/absences, medical appointments, change in medications, troubleshooting health concerns et cetera.
- 2) On-site staff training and in-services addressing (but not limited to): feeding and diet precautions, wheelchair/adaptive equipment use and safety, five-point harness system for wheelchair transport, proper transfer protocol for students, proper lifting techniques, universal precautions.
- 3) On-site parent training and in-services addressing (but not limited to): feeding and diet precautions, toileting, behavioral interventions, wheelchair/adaptive equipment use and safety, five-point harness system for wheelchair transport, proper transfer protocol for students, proper lifting techniques.

4) Develop parent information regarding various topics which may impact student safety and/or health (e.g., letters, memos, notices, newsletters).

Housing Programs

Head Start

The local Head Start in Riviera Beach cooperates with Potentials when pre-school students may need to be in a more inclusive environment, as deemed by the IEP team and family.

Adult Education

Career and Technical Education

Job Training

Other

The Arc, formerly known as The Association for Retarded Citizens, is a non-profit 501(c)3 organization. Founded in 1958, The Arc works to improve the lives of people who have developmental disabilities through services, advocacy, and education. Toward that goal, The Arc provides programs which include early intervention for infants, child care for "high risk" infants of teenage parents, vocational training and job placement, supported living for adults, residential facilities for adults, respite care, and parent support. In addition, the organization strives to promote community understanding and acceptance of mental retardation and works to ensure legislative attention to the needs of people who are developmentally disabled. The Arc provides families of Potentials students with wrap around support services, such as parent to parent groups, respite care, school times out recreation programs, and advocacy.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Potentials Team consist of: Full time Speech and language pathologist- Lynn Anne Roberts; Full time Physical Therapist- Pauline White DeFreitas; Full time Occupational Therapist- Lori Weinstein; Full time Speech Language Pathologist- Anne Roberts; Part time Vision Teacher- Kris Rouse; ESE teacher (Primary)- Sara Trovinger- and (Intermediate)- Jennifer Framian;

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

All Potentials students must qualify for ESE services through the school district, or Child Find, prior to acceptance to Potentials. The team at Potentials participate in evaluations, IEP meetings for Annual Review, and transition meetings.

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

The teams are responsible for implementing the programming as developed by our charter and our annual School Improvement Plans.

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.

Potentials therapists write an extensive monthly progress note, including data on the programming implemented and the outcomes for individual students. There are also annual goals written and submitted. Observations are also done when deemed necessary in addition to regular programming.

Describe the plan to train staff on MTSS.

ESE teachers will attend ESE contact meetings, IEP trainings, LEA trainings, and RtI trainings offered by the school district.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sara Trovinger, ESE Teacher
Jennifer Framain, ESE Teacher

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

The teachers and therapists collaborate to develop an outline of themes to be covered over the course of the school year. The Instructional Focus is different for each child according to their Individual Education Plan, or IEP. IEP's are developed based on the student's classroom performance, parent input, evaluation results, and Sunshine State Standard Access Points. Teachers infuse the IEP goals with the learning objectives to be covered in each thematic unit. Teachers take ongoing data in the classroom, and write a Quarterly Progress Note to monitor student progress and instructional success.

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

Potentials Charter School serves children between Pre-K and 5th grade in ESE. Potentials has four pillars of focus for the Therapeutic Educational Model. The first is in Independence, focusing on establishing independence skills in self help, self care, self feeding, independence in ambulation or mobility, and toileting. All children participate in a structured potty training program. This is an area where we will be looking for increased success in the 2012-2013 school year. The second pillar is in Communication. For the non-verbal child who has limited physical abilities, technology is the key that can literally unlock their world. Students are working towards being technology ready. Every child deserves the opportunity to develop literacy and mathematic skills. The students are bombarded all day with the academic objectives. The therapy team is responsible for not only achieving the individualized goals they have established in their discipline, but also to reinforce the teacher's goals. Lastly is the Social and Emotional pillar where students focus on behavioral needs and interactions. Potentials will continue to strive for students to demonstrate mastery of at 70-80% of their IEP goals in each of these three areas: Independence, Communication, Academics and Social and emotional .

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.

Potentials Charter School serves children, ages 3-10 years of age, pre-kindergarten through fifth grades. Students are referred to The Arc's Potentials Schools through Child Find or Early Steps. Recruitment efforts include presentations to Early Steps case managers, as well as, flyers and emails to local pediatricians and therapy offices. Tours are offered for families interested in Potentials School. An application must be filled out for the child to be on the Wait List. When openings occur, families are contacted on a first come, first served basis. A screening is conducted to ensure that the student's needs may be met at Potentials. Start dates for new students are staggered in order to give each child individual attention on their first day of school.

Consequently, pre-kindergarten students typically continue enrollment into kindergarten. Should a student transition to an alternative educational setting prior to kindergarten, his or her classroom team would conduct comprehensive reassessments within all domains, including academics, physical therapy, occupational therapy, and speech-language therapy. A written report highlighting a baseline of skills, along with professional recommendations is provided to counterparts within the

receiving school, allowing Potentials staff and colleagues to collaborate in their goal-setting for the novel school year. Following transition, Potentials staff is additionally available to the receiving school for assistance, training et cetera.

*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

*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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:		NA			
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. Reading Goal #1b:		75% (24) of our students will increase reading goals as identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special needs students.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Child specific due to each child's individual needs. Overall 70% (22) of our students master at least one IEP goal specific to reading exclusive of medical regression.		Child specific due to each child's individual needs. Overall 75%(24) of our students master at least one IEP goal specific to reading exclusive of medical regression.			
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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the	Teacher adapted materials, small intense or one on one groups, and assistive devices. Also increased parent involvement in their child's academic goals	Sara Trovinger and Jennifer Framain - ESE teachers	Monthly and quarterly progress notes, teacher observations and standardized Brignace) as well as teacher made assessments.	FAA results for 3rd grade and beyond. Teacher observation tools, goal attainment progress and parent surveys

vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.			
---	--	--	--

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative 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 reading. Reading Goal #2b:	
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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative 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. Reading Goal #3b:	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 70% (22) of our students master at least one IEP goal specific to reading exclusive of medical regression.	Child specific due to each child's individual needs. Overall 75% (24) of our students master at least one IEP goal specific to reading exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention. 4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing 5) Multi-sensory approach to emergent literacy/literacy development. 6) Build on auditory strengths by using environmental sounds and phonemes. 7) Use of technology, including switch adaptive literacy software. 8) Home programming for repetition and/or carryover of skills. 9) Ongoing diagnostic evaluation and/or data collection. 10) Present information on family traditions and culture to learn about	ESE Teachers and staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

	multi-cultural diversity in a personally relevant and concrete way.		
--	---	--	--

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	75% (24) of our students will increase learning gains as identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special needs students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 20% of our students in the lowest 25% master at least one IEP goal specific to reading exclusive of medical regression.	Child specific due to each child's individual needs. Overall 25% of our students in the lowest 25% will master at least one IEP goal specific to reading exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention. 4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing 5) Multi-sensory approach to emergent literacy/literacy development. 6) Build on auditory strengths by using environmental sounds and phonemes. 7) Use of technology, including switch adaptive literacy software. 8) Home programming for repetition and/or carryover of skills. 9) Ongoing diagnostic evaluation and/or data collection. 10) Present information on family traditions and culture to learn about multi-cultural diversity in a personally relevant and concrete way.	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist.	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.
	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including	1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention.	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.

2	vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	<p>4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing</p> <p>5) Multi-sensory approach to emergent literacy/literacy development.</p> <p>6) Build on auditory strengths by using environmental sounds and phonemes.</p> <p>7) Use of technology, including switch adaptive literacy software.</p> <p>8) Home programming for repetition and/or carryover of skills.</p> <p>9) Ongoing diagnostic evaluation and/or data collection.</p> <p>10) Present information on family traditions and culture to learn about multi-cultural diversity in a personally relevant and concrete way.</p>	pathologist.	
---	---	---	--------------	--

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	75% (22) of our students will increase their learning gains as identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special needs students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 50% (16) of our students master at least one IEP goal specific to reading exclusive of medical regression.	Child specific due to each child's individual needs. Overall 75% (22) of our students master at least one IEP goal specific to reading exclusive of medical regression.

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
	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to	1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly	All attending students are FCAT-exempt, and students enrolled in third through

1	students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention. 4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing 5) Multi-sensory approach to emergent literacy/literacy development. 6) Build on auditory strengths by using environmental sounds and phonemes. 7) Use of technology, including switch adaptive literacy software. 8) Home programming for repetition and/or carryover of skills. 9) Ongoing diagnostic evaluation and/or data collection. 10) Present information on family traditions and culture to learn about multi-cultural diversity in a personally relevant and concrete way.		progress report, as prepared by his or her special educator and/or speech-language pathologist.	the fifth grades participate in the Florida Alternative 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
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. Reading Goal #5D:	75% (24) of our students will increase their learning gains as identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special needs students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 50%	Child specific due to each child's individual needs. Overall

(50) of our students master at least one IEP goal specific to reading exclusive of medical regression.

75% (24) of our students master at least one IEP goal specific to reading exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	<ol style="list-style-type: none"> 1) Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection. 	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.
2	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	<ol style="list-style-type: none"> 1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention. 4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing 5) Multi-sensory approach to emergent literacy/literacy development. 6) Build on auditory strengths by using environmental sounds and phonemes. 7) Use of technology, including switch adaptive literacy software. 8) Home programming for repetition and/or carryover of skills. 9) Ongoing diagnostic evaluation and/or data collection. 10) Present information on family traditions and culture to learn about multi-cultural diversity in a personally relevant and concrete way 	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist.	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		75% (24) of our students will increase their learning gains as identified by their IEP goals. This can also be affected by regression due to the sensitivity of the medical needs of our special needs students.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Child specific due to each child's individual needs. Overall 70% (22) of our students master at least one IEP goal specific to reading exclusive of medical regression.		Child specific due to each child's individual needs. Overall 75% (24) of our students master at least one IEP goal specific to reading exclusive of medical regression.			
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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	<ol style="list-style-type: none"> 1) Instruction provided by certified special educator. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Small group or one-on-one instruction and/or therapeutic intervention. 4) Provide daily opportunities for the 4 Blocks of Literacy: Working with Words, Guided Reading, Self-Selected Reading, and Writing 5) Multi-sensory approach to emergent literacy/literacy development. 6) Build on auditory strengths by using environmental sounds and phonemes. 7) Use of technology, including switch adaptive literacy software. 8) Home programming for repetition and/or carryover of skills. 9) Ongoing diagnostic evaluation and/or data collection. 10) Present information on family traditions and culture to learn about multi-cultural diversity in a personally relevant and concrete way. 	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist.	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"4 Blocks of Literacy," as described by the research of Karen A. Erickson and David A. Koppenhaver	pre-5	Sara Trovinger, ESE and Jennifer Framain, ESE	schoolwide	Early release dates, bi monthly meetings	The Curriculum Specialist will provide ongoing training for all teachers and speech therapists in regards to the literacy program for students who are non-verbal. The Curriculum Specialist will act as a liason between the classrooms to ensure program continuity. Bimonthly teacher meetings will be held by the Principal or Curriculum Specialist. In addition, the Curriculum Specialist will co-teach with each teacher at least once a week, to model best practices.	Dr Tiffany North, Principal
Local & National Conferences: ATIA 2010 or 4 Blocks of Literacy		Sara Trovinger, ESE and Jennifer Framain, ESE	schoolwide	2/10/13	Course Registration	Dr Tiffany North, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Multi sensory approach to emergent literacy development.	Research based programs	LEAD Teacher funds	\$188.00
			Subtotal: \$188.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology including switch adaptive literacy software . Use of augmentative and alternative communication devices to participate in literacy activities.	Touch screens, with mounting systems, hardware towers, and specially adapted	Grants	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Specialized instruction provided by special educator	Teachers or therapists will attend local and national trainings	Title 1 and grants	\$1,175.00
			Subtotal: \$1,175.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Specialized instruction provided by special educator and use of technology including switch adaptive literacy software . Use of augmentative and alternative communication devices to participate in literacy activities	school supplies, software	Title 1/private funds	\$600.00
			Subtotal: \$600.00
			Grand Total: \$2,963.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.

2012 Current Percent of Students Proficient in listening/speaking:

None

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.
CELLA Goal #2:

Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.

2012 Current Percent of Students Proficient in reading:

None

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.

2012 Current Percent of Students Proficient in writing:

None

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 70% (22) of our students will master at least one IEP goal specific to math exclusive of medical regression.	Child specific due to each child's individual needs. Overall 75% (24) of our students will master at least one IEP goal specific to math exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the	Teacher adapted materials, small intense or one on one groups, and assistive devices. Also increased parent involvement in their child's academic goals	Sara Trovinger and Jennifer Framain - ESE teachers	Monthly and quarterly progress notes, teacher observations and standardized Brignace) as well as teacher made assessments.	FAA results for 3rd grade and beyond. Teacher observation tools, goal attainment progress and parent surveys

vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.			
---	--	--	--

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative 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
No Data Submitted				

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to
--	--

Mathematics Goal #3a:	profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 60% of our students master at least one IEP goal specific to math exclusive of medical regression.	Child specific due to each child's individual needs. Overall 75% of our students will master at least one IEP goal specific to math exclusive of medical regression.

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
2	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis. Math Goal Statement The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 70% (22) of our students master at least one IEP goal specific to math exclusive of medical regression.	Child specific due to each child's individual needs. Overall 75% (24) of our students will master at least one IEP goal specific to math exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis. Math Goal Statement The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teacher & Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 20% of our students in the lowest 25% making learning gains master at least one IEP goal specific to math exclusive of medical regression.	Child specific due to each child's individual needs. Overall 25% of our students in the lowest 25% making learning gains will master at least one IEP goal specific to math exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills.	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

	Potentials' student population, educational opportunities are individualized on a child-to-child basis. Math Goal Statement The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.	7) Ongoing diagnostic evaluation and/or data collection.			
2	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis. Math Goal Statement The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

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 #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to population	Child specific due to population

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	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	Numeration development for the non-verbal, non-ambulatory student	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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. Mathematics Goal #5D:	The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to each child's individual needs. Overall 20% of our students master at least one IEP goal specific to math exclusive of medical regression.	Child specific due to each child's individual needs. Overall 20% of our students will master at least one IEP goal specific to math exclusive of medical regression.

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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative Assessment.
2	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teachers and Speech Language Pathologists	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly and monthly progress report, as prepared by his or her special educator and/or speech-language pathologist.	All attending students are FCAT-exempt, and students enrolled in third through the fifth grades participate in the Florida Alternative 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The student will demonstrate understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to the special needs of our students	Child specific due to the special needs of our 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
	Potential Charter School serves children, ages 3-	Instruction provided by certified special	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly	Completion of alternative

1	10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to mathematics. 4) Use of technology, including switch adapted mathematical software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	assessment (i.e., grades third through fifth).
---	--	--	--	--

End of Elementary School Mathematics 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
Numeration development for the non-verbal, non-ambulatory student	all areas	ESE Teacher	schoolwide	Early release days, and on a consistent basis	Classroom Observations, modeling, and feedback	Dr Tiffany North, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Specialized instruction provided by special educator	Blended curriculum; Touch Math, Step up to Math,	Teacher Lead	\$188.00
			Subtotal: \$188.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology, including switch and adaptive literacy software.	Computer adaptations (eg keyboards, joysticks, switches, adapted software).	Title 1	\$1,250.00
			Subtotal: \$1,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Specialized instruction provided by special educator	local and national training	private funds/PTO	\$550.00
			Subtotal: \$550.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Specialized instruction provided by special educator	school supplies	Title 1	\$200.00
			Subtotal: \$200.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Science Goal Statement The student will demonstrate problem-solving skills given scientific approaches as included in thematic units.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Child specific due to the special needs of our students		Child specific due to the special needs of our 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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	Instruction provided by bachelor's level special educator or greater. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to scientific theory. 4) Annual participation in the science fair. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teachers	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Science Goal Statement The student will demonstrate problem-solving skills given scientific approaches as included in thematic units.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Child specific due to the special needs of our students	Child specific due to the special needs of our 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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing concerns. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.	Teacher adapted materials, small intense or one on one groups, and assistive devices. Also increased parent involvement in their child's academic goals	Sara Trovinger and Jennifer Framain -ESE teachers	Monthly and quarterly progress notes, teacher observations and standardized (Brignace) as well as teacher made assessments.	FAA results for 3rd grade and beyond. Teacher observation tools, goal attainment progress and parent surveys

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

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

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
Thematic vocabulary/concepts development	all areas	ESE teacher/speech therapist	school wide	Early release and monthly	Classroom observation, modelling, feedback	Dr Tiffany North, Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction provided by bachelor's level special educator or greater. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to scientific theory. 4) Annual participation in the science fair. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	Touchscreens, software, specially adapted curriculum	PTO/private funds	\$250.00
			Subtotal: \$250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction provided by			

bachelor's level special educator or greater. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to scientific theory. 4) Annual participation in the science fair. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	school supplies	Title 1	\$200.00
			Subtotal: \$200.00
			Grand Total: \$450.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			The student will express himself/herself and create written products in print given a variety of computer adaptations, Augmentative Communication devices, and choice making techniques, as specified on his/her IEP. Students will be given the opportunity for such activities daily, as specified by the research of Karen A. Erickson and David A. Koppenhaver, in Children with Disabilities: Reading and Writing the Four-Blocks Way.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Child specific due to the special needs of our students			Child specific due to the special needs of our 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	<p>The student will express himself/herself and create written products in print given a variety of computer adaptations, Augmentative Communication devices, and choice making techniques, as specified on his/her IEP. Students will be given the opportunity for such activities daily, as specified by the research of Karen A. Erickson and David A. Koppenhaver, in <i>Children with Disabilities: Reading and Writing the Four-Blocks Way</i>. Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a child-to-child basis.</p>	<p>1) Instruction provided by bachelor's level special educator or greater. 2) Therapy provided by ASHA certified speech-language pathologist. 3) Therapy provided by state-licensed occupational therapist. 4) Small group or one-on-one instruction and/or therapeutic intervention. 5) Accommodate choice making with objects, pictures, or auditory scanning/partner assisted scanning. 6) Multi-sensory approach to fine motor development. 7) Use of technology, such as switch adaptive publishing software, on-screen keyboards, adapted keyboards. 8) Home programming for repetition and/or carryover of skills. 11) Ongoing diagnostic evaluation and/or data collection.</p>	<p>ESE Teachers, SLP's, and Occupational Therapists</p>	<p>Data is obtained on a minimum of a monthly basis; data is summarized within each student's monthly progress report, as prepared by his or her special educator, speech-language pathologist, and/or occupational therapist</p>	<p>Completion of alternative assessment (i.e., grades third through fifth).</p>
---	---	--	---	---	---

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
Writing & Literacy for the non-verbal, non-ambulatory student.	all areas	ESE Teachers, SLP staff	school wide	Early release, bi monthly	The Curriculum Specialist will provide ongoing training for all teachers and speech therapists in regards to the literacy program for students who are non-verbal. The Curriculum Specialist will act as a liason between the classrooms to ensure program continuity. Bimonthly teacher meetings will be held by the Principal or Curriculum Specialist. In addition, the Curriculum Specialist will co-teach with each teacher at least once a week, to model best practices.	Dr Tiffany North, Principal

Writing Budget:

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

End of Writing 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		All of our students are medically fragile and have numerous hospitalizations. We have a threshold of a 70% attendance rate for each student.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
All of our students are medically intense; so there are many absences due to their medical needs which cannot be controlled.		All of our students are medically intense; so there are many absences due to their medical needs which cannot be controlled.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
All of our students are medically intense; so there are many absences due to their medical needs which cannot be controlled.		All of our students are medically intense; so there are many absences due to their medical needs which cannot be controlled.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	All of our students are medically fragile and have numerous hospitalizations. We have a threshold of a 70% attendance rate for each student.	Monitor medical absences	Nurse	Data is taken daily	Attendance 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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
Suspension Goal # 1:	NA

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

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Parental Goal Statement The family-school partnership will be enhanced by continuous parent participation, home-school communication, and family input.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
70%(21) of parents completed 100 hours of volunteerism or more, fundraising activities, and training opportunities and experiences		75% (22) Parent involvement in school activities, volunteerism, fundraising activities, and training opportunities and experiences			
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	Increased parent involvement with volunteer hours, meetings, fundraising activities of PTO. Communication with school and involvement with school activities.	1)Mandatory and comprehensive parent orientation 2) Daily communication notebook or e-mail (given parent preference) 3) Written memos and letters regarding school events 4) Bimonthly newsletters highlighting school events, family-staff news 5) Parent-Teacher Organization (e.g., fundraising, meetings, Staff Appreciate Luncheons, Parents Night Out) 6) Individualized Education Plan meetings and team conferences 7) Home programming/demonstrations 8) Staff attendance at	Dr Tiffany North, Principal and IEP Team Members: ESE Teacher, therapists, nurse, LEA, parents	Quantitative data regarding parent satisfaction with the family-school partnership is assessed annually via a parent satisfaction survey. Results of the survey are analyzed and further utilized as a tool to address specific programmatic needs. Discussion of school parent compact.	Quantitative data regarding parent satisfaction with the family-school partnership is assessed annually via a parent satisfaction survey. Results of the survey are analyzed and further utilized as a tool to address specific programmatic needs. Qualitative data regarding volunteer hours and fundraising efforts as well as attendance at

		medical appointments 9) Annual student performances 10) Parent satisfaction survey 11) Parent/Principal and Teacher conferences/meetings 12) Mandatory 100 volunteer hours 13) Training and learning opportunities			meetings. Garner parents input on PIP.
2	Increased parent involvement in the design, implementation, and evaluation of the School Improvement Plan as well as parental evaluation of the schoolwide program	1) Initial and ongoing SIP review at parent meetings 2) Survey sent home with parents for input 3) Discussion of SIP at PTO meetings	Dr Tiffany North, Principal and IEP Team Members: ESE Teacher, therapists, nurse, LEA, parents	Quantitative data regarding parent satisfaction with the family-school partnership is assessed annually via a parent satisfaction survey. Results of the survey are analyzed and further utilized as a tool to address specific programmatic needs. Completed SIP.	Completed SIP and minutes from parent meetings
3	Increased involvement with volunteer and business partnership programs.	1) Engage business partnerships in school events and activities 2) Engage business and community organizations in volunteer activities	Dr Tiffany North, Principal and IEP Team Members: ESE Teacher, therapists, nurse, LEA, parents	Quantitative data regarding parent satisfaction with the family-school partnership is assessed annually via a parent satisfaction survey. Results of the survey are analyzed and further utilized as a tool to address specific needs. Additionally data on increased volunteer hours.	Increased volunteer hours

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
Fundraising ideas and child specific training topics such as toileting, feeding, behavior modification, parent involvement.	all areas	Principal/ESE teacher	schoolwide	Early release, monthly meetings, flexible meeting times	Monitor meeting frequency and training frequency	Principal/ESE

Parent Involvement Budget:

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

Provide trainings specific to the nonverbal, nonambulatory population.	Parent communication expenses, postage, school supplies	Title 1/Private funds	\$400.00
			Subtotal: \$400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage attendance of training and participation in school wide events and meetings for family involvement	School supplies	Title 1/Private funds	\$200.00
			Subtotal: \$200.00
			Grand Total: \$600.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		75% (24) of students will demonstrate problem-solving skills given scientific approaches as included in thematic units. understanding of basic number and mathematical concepts as related to problem-solving as specified on his/her IEP. This will be achieved through the use of technology of which 90% (25) of our students will use technology to achieve this.			
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	Potential Charter School serves children, ages 3-10 years of age, who are both nonverbal and non-ambulatory; in addition to students' physical disabilities, some children present with sensory impairment, including vision and/or hearing. Cognitive abilities range from educable mentally handicapped to profoundly mentally handicapped. Given the vastness of cognitive, physical, and communicative needs of Potentials' student population, educational opportunities are individualized on a	Instruction provided by certified special educator. 2) Small group or one-on-one instruction. 3) Multi-sensory approach. 4) Use of technology, including switch adapted software. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	ESE Teacher & ESE Staff	Data is obtained on a minimum of a monthly basis; data is summarized within each student's quarterly progress report, as prepared by his or her special educator.	Completion of alternative assessment (i.e., grades third through fifth).

child-to-child basis.

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

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

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

STEM Budget:

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

End of STEM Goal(s)

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	Multi sensory approach to emergent literacy development.	Research based programs	LEAD Teacher funds	\$188.00
Mathematics	Specialized instruction provided by special educator	Blended curriculum; Touch Math, Step up to Math,	Teacher Lead	\$188.00
Science	Instruction provided by bachelor's level special educator or greater. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to scientific theory. 4) Annual participation in the science fair. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	Touchscreens, software, specially adapted curriculum	PTO/private funds	\$250.00
Parent Involvement	Provide trainings specific to the nonverbal, nonambulatory population.	Parent communication expenses, postage, school supplies	Title 1/Private funds	\$400.00
				Subtotal: \$1,026.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of technology including switch adaptive literacy software . Use of augmentative and alternative communication devices to participate in literacy activities.	Touch screens, with mounting systems, hardware towers, and specially adapted	Grants	\$1,000.00
Mathematics	Use of technology, including switch and adaptive literacy software.	Computer adaptations (eg keyboards, joysticks, switches, adapted software).	Title 1	\$1,250.00
				Subtotal: \$2,250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Specialized instruction provided by special educator	Teachers or therapists will attend local and national trainings	Title 1 and grants	\$1,175.00
Mathematics	Specialized instruction provided by special educator	local and national training	private funds/PTO	\$550.00
				Subtotal: \$1,725.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Specialized instruction provided by special educator and use of technology including switch adaptive literacy software . Use of augmentative and alternative communication devices to participate in literacy	school supplies, software	Title 1/private funds	\$600.00

Mathematics	Specialized instruction provided by special educator	school supplies	Title 1	\$200.00
Science	Instruction provided by bachelor's level special educator or greater. 2) Small group or one-on-one instruction. 3) Multi-sensory approach to scientific theory. 4) Annual participation in the science fair. 5) Functional approach to curriculum, including community-based instruction. 6) Home programming for repetition and/or carryover of skills. 7) Ongoing diagnostic evaluation and/or data collection.	school supplies	Title 1	\$200.00
Parent Involvement	Encourage attendance of training and participation in school wide events and meetings for family involvement	School supplies	Title 1/Private funds	\$200.00
Subtotal:				\$1,200.00
Grand Total:				\$6,201.00

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.

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology, Professional Development, Adaptive Equipment, & Classroom Materials	\$1,400.00

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

Potentials Charter School currently serves 32 students. Due to the limited enrollment of the school, the Parent-Teacher Organization (PTO) additionally functions in the role of the Student Advisory Council (SAC). It should be noted that one of Potentials Charter School's guiding principles encompasses parent involvement and continuous family input. The PTO plans to have fundraisers including an event at the Gradne small, Saturday Recycles (collect reimbursable items); a car wash, and a Skate-a-thon. Monthly meetings will be scheduled.

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