

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: WINGATE OAKS CENTER
District Name: Broward
Principal: Sarah T. Hausman
SAC Chair: David Riddle
Superintendent: Robert Runcie
Date of School Board Approval: December 4 , 2012
Last Modified on: 10/23/2012

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	Sarah T. Hausman	Ed.S- Educational Leadership, M.S. – Guidance B.A.- Elementary Education Certification: Ed Leadership ESE Guidance Elementary Ed. ESOL	13	22	2011-2012: AMO Progress: Reading-Improving, Math-Declining 2010-2011: School Grade: N/A, AYP: yes (100%) 2009-2010: School Grade: N/A, AYP: no (95%) 2008-2009: School Grade: N/A, AYP: no (90%) 2007-2008: School Grade: N/A, AYP: no (90%) 2006-2007: School Grade: N/A, AYP: no (95%) 2005-2006: School Grade: N/A, AYP: no (92%) 2004-2005: School Grade: N/A, AYP: yes 2003-2004: School Grade: N/A, AYP: yes
					2011-2012: AMO Progress: Reading-Improving, Math-Declining 2010-2011: School Grade: N/A, AYP: yes

Assis Principal	Allen Valentine	M.S.- Ed. Leadership, Certification: Ed Leadership Emotionally Handicapped Principal (all Levels)	12	12	(100%) 2009-2010: School Grade: N/A, AYP: no (95%) 2008-2009: School Grade: N/A, AYP: no (90%) 2007-2008: School Grade: N/A, AYP: no (90%) 2006-2007: School Grade: N/A, AYP: no (95%) 2005-2006: School Grade: N/A, AYP: no (92%) 2004-2005: School Grade: N/A, AYP: yes 2003-2004: School Grade: N/A, AYP: yes
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
ESE	Ruthanne Newell	Varying Exceptionalities (K-12), ESOL Endorsement	12	15	2011-2012: AMO Progress: Reading-Improving, Math-Declining 2010-2011: School Grade: N/A, AYP: yes (100%) 2009-2010: School Grade: N/A, AYP: no (95%) 2008-2009: School Grade: N/A, AYP: no (90%) 2007-2008: School Grade: N/A, AYP: no (90%) 2006-2007: School Grade: N/A, AYP: no (95%) 2005-2006: School Grade: N/A, AYP: no (92%) 2004-2005: School Grade: N/A, AYP: yes 2003-2004: School Grade: N/A, AYP: yes

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	Teachers receive consultation through instructional coaching in scheduling, teaching skills relevant to independent functioning and problem solving.	Al Valentine	Ongoing	
2	Teachers receive in- class support and consultation through instructional coaching and the NESS process.	Ruthanne Newell	Ongoing	
3	Teachers receive support and consultation in IEP development and data collection as well as the implementation of benchmark assessments through instructional coaching.	David Riddle	Ongoing	
4	Teachers receive in-class support through the intervention (as needed) of the behavior team for problem students, as well as assistance with data collection/review.	Jason Miletsky	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
0%(0)	

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
35	0.0%(0)	28.6%(10)	25.7%(9)	45.7%(16)	28.6%(10)	45.7%(16)	25.7%(9)	8.6%(3)	34.3%(12)

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
Ruthanne Newell/David Riddle	Briana Joseph	Curriculum Specialist and ESE Specialist	Clin. Ed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

David Riddle- ESE Specialist and RTI Coordinator, Sarah Hausman- Principal, Al Valentine- Intern Principal, Ruthanne Newell- Curriculum Specialist and Autism Coach, Jason Miletsky- Behavior Specialist, Sherel Lee- School Nurse, Sarah Sadler-Santiago- School Nurse, Robin Paino- Social Worker and other school-based personnel as needed including, but not limited to Classroom Teachers of targeted students, Speech/Language Pathologists, School Psychologist, Occupational Therapists and Physical Therapists

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

The MTSS Leadership Team meets biweekly to review data and identify patterns that may require intervention. Teachers with challenging student issues can also attend these meetings and seek assistance from the MTSS Leadership Team. The ESE Specialist serves as a case manager for all students requiring intervention. The Intern Principal schedules Quarterly Classroom Review Meetings (Tier 1 RtI). Classroom teachers and the Speech/Language Pathologist assigned to the students in the classroom are invited to meet with support staff (principal, Intern Principal, Curriculum specialist, ESE Specialist and Behavior Specialist) to identify and reflect on student progress and successes. The basic components of RtI are applied first to all students in a school (i.e., grade level and classroom level) to determine what percentages of the students are responding to the Tier 1 instruction using the "core curriculum" (both academic and behavior). Four questions are asked and can be answered using valid and reliable assessment data:

- Is the core curriculum effective? (80 percent of students making benchmarks)
- Have students had access to effective curriculum? (Barriers to access may include excessive student or teacher absence, high student mobility rates, restrictive environments, excessive suspensions, etc.)
- Which students are not meeting academic or behavioral expectations?
- Does any over-representation of particular student sub-groups (i.e., grade level, classroom, AYP subgroup) exist in those students identified at-risk? Is Tier 1 equally effective for different student subgroups?

At this point, Support Team Members are assigned as "point persons" to work at classroom interventions (researching curriculum/classroom management strategies and coaching their implementation). As part of this process the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan group dynamics (Tier 2 RtI) may be identified, and a point person maybe assigned to take and analyze data related to the situation. Follow up meetings will then be scheduled bi-weekly to review progress and review the following:

- Data collection related to interventions delivered to smaller groups of students, either in the classroom environment or outside of the classroom as part of the exceptional student educational environment.
- Interventions must be provided in addition to core instruction (Tier 1). Increased Academic Engaged Time (AET) influences student academic achievement to a significant extent (Cancelli, 1993).
- Interventions focus on particular skill areas that need strengthening.

Progress monitoring of student performance is conducted frequently with the same measures used to assess Tier 1

performance, as well as additional measures specific to the particular skill targeted or the supplemental intervention implemented. In an effective Tier 2 intervention, approximately 70 percent of the students receiving Tier 2 instruction should have a positive response to intervention and demonstrate rates of progress represented by aim lines that will reach benchmark performance. A small percentage of students will not respond to Tier 2 levels of instruction and will require the most intensive instruction (Tier 3). Classroom teachers with specific concerns regarding student progress make a request to David Riddle (MTSS Coordinator) to schedule an RTI Meeting (Tier 3 RtI). All stakeholders and ESE Service providers are required to attend and outside assistance (Area/District Level Personnel) are consulted and invited to attend as needed. This personnel includes: Administration, Support Staff (ESE, Curriculum, and Behavior Specialists), Parents, ESE Classroom Teachers, additional Service Providers (Speech/Language Pathologists, Occupational and Physical Therapists), Nursing Staff, Social Worker, Psychologist Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use additional formal and/or informal diagnostic assessment, allowing more in-depth problem analysis to inform intervention development. Additional methods of progress monitoring of intervention effectiveness include those used at Tiers 1 and 2, but may also include additional measures that are unique to more narrowly defined skills. Characteristics of Tier 3 interventions are:

- Interventions are delivered to students individually.
- Interventions must be highly focused on targeted skill areas with increased duration and frequency and be provided in alignment with and in addition to the effective Tier 1 and Tier 2 instruction.
- All Tier 3 interventions must be integrated with Tier 1 and Tier 2 instruction.

These cannot be three completely different interventions that do not strengthen the work of the other interventions and core instruction. Each tier of the RtI approach defines the level and intensity of services required for a student to progress. A student is described as receiving Tier 1, Tier 2, or Tier 3 services. The three intervention tiers are on a continuum that is fluid, as the student's level of need dictates the level of support. The actual length of time that an intervention is implemented depends on the student's response to the intervention and time period required for the target skills or behavior to develop. The problem-solving process is used to make the necessary decisions within each tier. The "response" component of RtI requires two specific actions. First, a student's need for intervention must be defined accurately and target skills/behaviors identified for interventions. Second, the student responses that reflect those needs must be assessed in a reliable and valid manner. The "intervention" component of RtI also requires two specific skill applications. First, interventions must be verified by scientifically-based research (evidence-based) as defined by Section 9101(37) of the Elementary and Secondary Education Act (ESEA) and amended by the NCLB Act of 2001 for the type of need, the demographics of the student population (e.g., gender, race, language), and the setting factors (levels of supervision, number of students in the room). Second, evidence must exist that the intervention was implemented with fidelity and that the level of implementation (e.g., number of minutes per week) was documented.

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

The MTSS Leadership Team monitors the continuous improvement teaching / learning cycle which include the following steps:

- Disaggregate test data to identify instructional groups and identify weak and strong objective areas
- Develop an instructional timeline
- Deliver the instructional focus
- Administer frequent assessments
- Provide tutorials to re-teach target areas not mastered
- Provide enrichment opportunities for students who have mastered target areas
- Reinforce learning through maintenance
- Monitor progress

By disaggregating test data, an Instructional Timeline and Instructional Focus Calendar will be developed as part of the School Improvement Plan for instructing the benchmarks in the core subject areas, specifically the tested benchmarks. The MTSS Leadership team supports teachers as they collaboratively evaluate student data and develop the instructional timeline and instructional calendar, which will be re-evaluated after each scheduled assessment. Analysis of data will determine which students require tutorials vs. enrichment. Ongoing monitoring of data with frequent classroom walk-throughs will be one of the most essential elements of this improvement model.

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.

Formative Evaluation: Wingate Oaks Center uses Instructional Focus Calendars to make changes to our curriculum maps and to plan for the Florida Alternate Assessment

- At Tier 1, Data Sources include results from Weekly Benchmark Assessments correlated to Access Points for Sunshine State Standards, as well as curriculum data resulting from pre- and post-test for Go Math, Moving with Math, Meville to Weville and

Unique Curriculum.

- At Tier 2 and Tier 3, individual Intervention records and progress monitoring graphs are used as data resources.
- The SIP at Wingate Oaks Center is used in two ways: to prepare students to meet the High Standards set through the use of Access Points to Sunshine State Standards and to prepare students as much as possible with the life skills and functional tools to participate to the maximum extent possible as adult members of the community. The SAC and school staff monitor implementation of the SIP through data related to the mastery of IEP goals, lesson plan checks, and individually identified learning targets (academic and behavioral) are monitored by classroom teachers as they follow the curriculum map and assessed through school-developed Assessments based on the Florida Alternate Assessment format. Data collection related to curriculum, behavior, and Specific goals related to the mastery of IEP objectives are monitored by members of the MTSS Leadership Team.

Describe the plan to train staff on MTSS.

Wingate Oaks Center staff are continually a part of the MTSS Model through formal training related to providing instruction in Benchmark Assessments that develop progress monitoring on each student's individual progress toward mastery of IEP goals and Access Points for the Sunshine State Standards during Pre-Planning Activities (provided through Support Staff on-site), through specific instruction in the setting, documentation and measuring of IEP Goals and objectives, as well as ongoing training in Behavior and Curriculum Data Collection, and Individualized Coaching based on problem-solving strategies specific to their ESE students.

Describe the plan to support MTSS.

Ongoing training in Behavior and Curriculum Data Collection, and Individualized Coaching based on problem-solving strategies specific to their ESE students. In addition, Quarterly Classroom data chats serve as a review of supports needed for continued success for each student by class.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sarah Hausman- Principal, Al Valentine-Intern Principal, Ruthanne Newell- Curriculum Specialist and Autism Coach, David Riddle- ESE Specialist and SAC Chair, Karen Hoehman - Speech/Language Pathologist, Roberta Verran-ESE Teacher, Noel Doglione- ESE Teacher, Beatriz Garcia- ESE Teacher

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

The Literacy Leadership Team meets monthly to develop an Instructional Timeline and Instructional Focus Calendar for instructing the benchmarks in the core subject areas, specifically the tested benchmarks in reading and writing. The Master Schedule is developed to maximize direct instructional time, therapeutic interventions, physical education, fine arts and quality of life needs. The Curriculum Specialist works closely with the Speech/Language pathologists to make sure that each student has a consistently used and functional communication system that they can use to express their wants and needs, and use as a means to access literature. Other team members assist in the review of weekly student data to determine which students require additional tutorials and enrichment.

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

The Literacy Leadership Team will work collaboratively to evaluate weekly student data and determine which students require tutorials vs. enrichment. Ongoing monitoring of data with frequent classroom walk-throughs will be one of the most essential elements of this improvement model. Each student at Wingate Oaks Center in grades K-11 is working several times a day in Direct Instruction or Small Group Instruction working on Access Points to Sunshine State Standards in Reading and Writing (and also Math and Science) at their Cognitive Level. Access Points are Curriculum Mapped annually and each teacher documents the Access Points taught for the week in their plan books. Additionally, each student in grades 3-11 is participating in the Florida Alternate Assessment. Two additional major initiatives for this school year include the Literacy Fair and the continued development of the Media Center, to provide students with disabilities access to literature utilizing a multi-media approach to provide modified content with accommodations necessary for each individual to actively engage in reading and writing within the limitations of their cognitive ability. Information regarding Reading activities and progress monitoring will be shared with teachers through faculty meetings, team meetings, data chats, classroom reviews and literacy team meeting notes shared on the Wingate Oaks Conference site.

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.

Preschool Children can transition from a Specialized ESE Pre-school Program, such as Baudhuin Oral School, ARC Preschool, The Broward Children's Center, if their IEP indicates the need for a Separate ESE Day School upon entering Kindergarten. When this occurs ESE Program Specialists notify the ESE Specialist at Wingate Oaks Center. The ESE Specialist then schedules an observation of the student at their current placement, including relevant personnel (such as the Autism Specialist, or the Behavior Specialist, as necessary). The ESE Specialist is also responsible for working with the student's family and ESE Personnel at the current school to set up a transition meeting, where the student's needs are considered and a placement decision is made. Finally the ESE Specialist is responsible for assisting the family with the registration process.

*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.

Grade Level Instructional Focus Calendars, Curriculum Maps and Weekly Benchmark Assessments have been developed for each grade level. The Literacy Leadership Team will monitor weekly benchmark assessment data based on the Access Points to The Sunshine State Standards for Reading and Language Arts, looking for continuous improvement in reading and language arts. Speech/Language Pathologists will visit each classroom every week to ensure that each student is being presented information in the specific way that they learn best and that each student has access to an appropriately developed communication system that they can understand and use effectively. Reading activities for each student will be planned around the use of the communication system, as supervised by our Curriculum Specialist, to make sure that instruction is appropriately accessible and appropriately paced.

*High Schools Only

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

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

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

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

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

Postsecondary Transition

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

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

Feedback Report

For the students at Wingate Oaks Center, Postsecondary Transition is part of the IEP Process. Starting at age 14, member of the IEP committee begin to identify Postsecondary goals for each student in the areas of Education, Employment, and Independent Living. The student's IEP is then designed in order to help each student make reasonable progress toward the meeting of those goals. In addition, each student prior to entering 9th grade is assisted to complete an ePEP, which identifies interests for each student and identifies courses that are necessary for the student to take in order to meet their individual career goals.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading. Reading Goal #1b:	By May 2013, 42% (14) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on reading skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.62% (9) students who take the Florida Alternate Assessment scored at Levels 4, 5 and 6 in reading.	42% (14) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to retain sight word vocabulary.	Small group instruction ULS Lessons	Classroom Teacher ESE Specialist	ULS post testing	ULS
2	Students have difficulty with comprehension skills.	Small group instruction ULS Lessons	Classroom Teacher ESE Specialist	ULS post testing	ULS
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with	All classroom instructors will include in their lesson plans activities leading to the development of a cook book, creating social time with other classes monthly, relating	Team Leaders	Unique Learning Template of questions to ask students.	Graded product based on rubric established in cooperation by the reading committee and teachers to be completed weekly,

	allowable course accommodations and modifications.	vocabulary and answering questions relating to the cooking activity.			Florida Alternate Assessment. Concepts of Print Checklist.
4	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Classrooms will participate in stories read by "Mystery Readers" monthly utilizing Skype and other software to participate.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established by reading committee to be done 4 times per year, Florida Alternate Assessment. Concepts of Print Checklist.
5	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks, and magazines using a mobile library cart.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established in cooperation by the reading committee and teachers to be completed weekly, Florida Alternate Assessment. Concepts of Print Checklist.
6	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique Curriculum and News-2-You.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established by reading committee to be done 4 times per year, Florida Alternate Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	Due to our unique student population, this section is not applicable to our school.
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Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
0% (0)		2% (1)		
Problem-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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		By May 2013, 25% (8) of students in grades 3 through 10 will score five points higher within the Emergent 1, 2 or 3 Performance Descriptor Level for Participatory Level students on reading skills as measured by the Florida Alternate Assessment (FAA).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (7)		25% (8)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Wingate Oaks Center's population are students	All classroom instructors will include in their lesson	Team Leaders	Unique Learning Template of questions to ask	Graded product based on rubric

1	identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	plans activities leading to the development of a cook book, creating social time with other classes monthly, relating vocabulary and answering questions relating to the cooking activity.		students.	established in cooperation by the reading committee and teachers to be completed weekly, Florida Alternate Assessment. Concepts of Print Checklist.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Classrooms will participate in stories read by "Mystery Readers" monthly utilizing Skype and other software to participate.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established in cooperation by the reading committee and teachers to be completed weekly, Florida Alternate Assessment. Concepts of Print Checklist.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Teachers will provide students with individualized instruction based on learning needs to increase acquisition of targeted reading skills. Resources to assist with this will include (as applicable) adaptive reading books including talking pen, iPad storybooks, and magazines using a mobile library cart.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established in cooperation by the reading committee and teachers to be completed weekly, Florida Alternate Assessment. Concepts of Print Checklist.
4	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Unique Curriculum and New-2-You.	Curriculum Specialist, Literacy Leadership Team Chair	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific reading access points/curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established by reading committee to be done 4 times per year, Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.		Due to our unique student population, this section is not applicable to our school.			
Reading Goal #4:					
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By May 2016, 59% of students in grades 3 through 10 will score five points higher within the Emergent 1, 2 or 3 Performance Descriptor Level for Participatory Level students on reading skills as measured by the Florida				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25%	42%	48%	53%	59%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		Due to our unique student population, this section is not applicable to our school.			
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		Due to our unique student population, this section is not applicable to our school.			
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		All students at Wingate Oaks Center have disabilities and as such are all taking the Florida Alternative Assessment, as documented in their Individual Education plans (IEPs). See			
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Reading Goal #5D:	above FAA-based goals that address their individualized reading needs.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Due to our unique student population, this section is not applicable to our school.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Language Arts PLC	Language Arts	TBA	Language Arts Committee	Monthly	Team Leaders, Classroom Walk-throughs, meeting minutes.	SAC Chair, Intern Principal
Lesson Study	Language Arts	Autism Coach	Grade Level Teams	Monthly	Classroom Walk-throughs.	Autism Coach, Intern Principal
Autism Strategies	Language Arts	Autism Coach	Classrooms with students who have ASD	Pre-Planning	Classroom Walk-throughs, meeting minutes.	Autism Coach, Intern Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Curriculum Materials	SAC	\$300.00
			Subtotal: \$300.00
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: \$300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Percent of Students Proficient in listening/speaking:				
Due to our unique student population, this section is not applicable to our school.				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal # 2:	Due to our unique student population, this section is not applicable to our school.

2012 Current Percent of Students Proficient in reading:

Due to our unique student population, this section is not applicable to our school.

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Due to our unique student population, this section is not applicable to our school.

2012 Current Percent of Students Proficient in writing:

Due to our unique student population, this section is not applicable to our school.

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By May 2013, 48% (15) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.1% (10)	48% (15)

Problem-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	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). Including work products created by Unique Learning Systems and recycling websites. Activities and work products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/preparation and participation.

2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum map.	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to tracking so that students can see potential tracking variations.	Graphs of monthly tracking.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.6% (2)	9% (3)

Problem-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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By May 2013, 26.4% (11) of students in grades 3 through 10 will score within the Emergent 2 or 3 Performance Descriptor Level for Participatory Level students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.3% (7)	26.4% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/ disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). Including work products created by Unique Learning Systems and recycling websites. Activities and work	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/ preparation and participation.

		products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.			
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum map.	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to tracking so that students can see potential tracking variations.	Graphs of monthly tracking of recyclables.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By May 2016, 63% of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on mathematics skills as measured by the Florida Alternate Assessment					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	42%	48%	53%	58%	63%	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students at Wingate Oaks Center have disabilities and as such are all taking the Florida Alternative Assessment, as documented in their Individual Education plans (IEPs). See above FAA-based goals that address their individualized mathematical needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By May 2013, 48% (15) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.1% (10)	48% (15)

Problem-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	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/ disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). Including work products created by Unique Learning Systems and recycling websites. Activities and work products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/ preparation and participation.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum map.	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to tracking so that students can see potential tracking variations.	Graphs of monthly tracking of recyclables.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.6% (2)	9% (3)

Problem-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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	By May 2013, 26.4% (11) of students in grades 3 through 10 will score within the Emergent 2 or 3 Performance Descriptor Level for Participatory Level students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.3% (7)	26.4% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/ disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). Including work products created by Unique Learning Systems and recycling websites. Activities and work products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/ preparation and participation.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum map.	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to	Graphs of monthly tracking of recyclables.

modifications.	at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	tracking so that students can see potential tracking variations.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	By May 2016, 63% of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on mathematics skills as measured by the Florida Alternate Assessment					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		48%	53%	58%	63%	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students at Wingate Oaks Center have disabilities and as such are all taking the Florida Alternative Assessment, as documented in their Individual Education plans (IEPs). See above FAA-based goals that address their individualized mathematical needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By May 2013, 48% (15) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level Students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.1% (10)	48% (15)

Problem-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	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.). Including work products created by Unique Learning Systems and recycling websites. Activities and work products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/preparation and participation.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.

		map.			
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to tracking so that students can see potential tracking variations.	Graphs of monthly tracking of recyclables.

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.6% (2)	9% (3)

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	By May 2013, 26.4% (11) of students in grades 3 through 10 will score within the Emergent 2 or 3 Performance Descriptor Level for Participatory Level students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.3% (7)	26.4% (11)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even	All students will participate in matching and sequencing in a variety of real-world tasks (i.e., assembling/disassembling, completing a work system, completing scripting real-world routines, following schedules, etc.).	Team Leaders, Curriculum Specialist	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment, photographs and/or video evidence of activities/

1	with allowable course accommodations and modifications.	Including work products created by Unique Learning Systems and recycling websites. Activities and work products will be presented/exhibited/showcased at both the Country Fair in the fall and Recycling Fair (replacing the Math Fair) in the Spring.			preparation and participation.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All teachers (including Specials) will document in their plan books teaching each appropriate benchmark (supported level or participatory level) in their classroom for each Math Body of Knowledge (Algebra, Geometry, Discrete Mathematics, Probability, Trigonometry, Statistics, Financial Literacy) in line with an academic skills curriculum map.	Intern Principal	Teachers will ask each student a weekly benchmark question related to the access point of the week.	Benchmark evaluations, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	All students will participate in collecting, sorting, and charting/graphing/tracking how much recyclables have been collected from their classroom. The recyclables will focus on papers, cans, and plastic. A sample of their graphing will be presented along with a project at the recycling fair. Skills to address will include full/empty, high/low, weight, volume, fractions and counting.	Team Leaders, Curriculum Specialist	Teachers will ask students at minimum on a monthly basis to sort, count and chart recyclables collected. Collection will occur all during the month, but one day in each month will be dedicated to tracking so that students can see potential tracking variations.	Graphs of monthly tracking of recyclables.

Algebra End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

Due to our unique student population, this section is not applicable to our school.

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Due to our unique student population, this section is not applicable to our school.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Due to our unique student population, this section is not applicable to our school.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	Mathematics	Intern Principal	Grade Level Teams	Monthly	Classroom walk-throughs.	Intern Principals, Autism Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Curriculum Materials	SAC	\$300.00
			Subtotal: \$300.00
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: \$300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum map teaching Access Points on the student's developmental level weekly.	Curriculum Specialist, Intern Principal	Lesson Plan Checks, data collected related to the weekly benchmarks tested in science.	Teacher made pre and post tests, weekly benchmark assessments in science, Florida Alternate Assessment.
	Wingate Oaks Center's population are students identified as having Significant	Each classroom will identify and demonstrate one example of the use of	Science Committee Chair, Curriculum Specialist, Intern	Portfolio evidence, video, recipes, etc.	Teacher made pre and post tests, weekly benchmark

2	Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	fruit and/or vegetables which can be grown in gardens or the orchard at Wingate, and disseminate this information to all other classes (examples: create a video of cooking chosen vegetables, prepare samples of food and distribute to other classes, find recipes for specified fruit and share, invite other classes to visit your garden to pick designated vegetable).	Principal.		assessments in science, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each class will monitor water application of a garden area for one week per semester using provided rain gauges, and then use their observations to guide the amount of water that is put on gardens subsequently. Notes: If a class doesn't have a garden, they can choose a "garden area". This incorporates both science and math and begins to move us toward responsible water usage.	Science Committee Chair, Curriculum Specialist, Intern Principal	Scheduled activities, lesson plans	Weekly benchmark assessments in science, Florida Alternate Assessment.
4	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	The Science Committee will establish an accessible support system/lending area for ongoing garden efforts, to include: tools, seeds, indoor planting medium, nonchemical pest control, planting timelines, etc.	Science Committee Chair, Curriculum Specialist, Intern Principal	Scheduled activities, lesson plans, check out list.	Weekly benchmark assessments in science, Florida Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By May 2013, 42% (6) of students in grades 5, 8, and 11 will score within Proficient 4 Performance Descriptor Level or higher for Supported Level Students on science skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.5% (5)	42% (6)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Wingate Oaks Center's population are students identified as	Each classroom teacher will follow a science curriculum map	Curriculum Specialist, Intern Principal	Lesson Plan Checks, data collected related to the weekly	Teacher made pre and post tests, weekly

1	having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	teaching Access Points on the student's developmental level weekly.		benchmarks tested in science.	benchmark assessments in science, Florida Alternate Assessment.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables which can be grown in gardens or the orchard at Wingate, and disseminate this information to all other classes (examples: create a video of cooking chosen vegetables, prepare samples of food and distribute to other classes, find recipes for specified fruit and share, invite other classes to visit your garden to pick designated vegetable).	Science Committee Chair, Curriculum Specialist, Intern Principal	Portfolio evidence, video, recipes, etc.	Teacher made pre and post tests, weekly benchmark assessments in science, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each class will monitor water application of a garden area for one week per semester using provided rain gauges, and then use their observations to guide the amount of water that is put on gardens subsequently. Notes: If a class doesn't have a garden, they can choose a "garden area". This incorporates both science and math and begins to move us toward responsible water usage.	Science Committee Chair, Curriculum Specialist, Intern Principal	Scheduled activities, lesson plans.	Weekly benchmark assessments in science, Florida Alternate Assessment.
4	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	The Science Committee will establish an accessible support system/lending area for ongoing garden efforts, to include: tools, seeds, indoor planting medium, nonchemical pest control, planting timelines, etc.	Science Committee Chair, Curriculum Specialist, Intern Principal.	Scheduled activities, lesson plans, check out list.	Weekly benchmark assessments in science, Florida Alternate Assessment.

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

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

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7.6% (1)	25% (3)

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

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	By May 2013, 42% (6) of students in grades 5, 8, and 11 will score within Proficient 4 Performance Descriptor Level or higher for Supported Level Students on science skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.5% (5)	42% (6)

Problem-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	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each classroom teacher will follow a science curriculum map teaching Access Points on the student's developmental level weekly.	Curriculum Specialist, Intern Principal	Lesson Plan Checks, data collected related to the weekly benchmarks tested in science.	Teacher made pre and post tests, weekly benchmark assessments in science, Florida Alternate Assessment.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each classroom will identify and demonstrate one example of the use of fruit and/or vegetables which can be grown in gardens or the orchard at Wingate, and disseminate this information to all other classes (examples: create a video of cooking chosen vegetables, prepare samples of food and distribute to other classes, find recipes for specified fruit and share, invite other classes to visit your garden to pick designated vegetable).	Science Committee Chair, Curriculum Specialist, Intern Principal.	Portfolio evidence, video, recipes, etc.	Teacher made pre and post tests, weekly benchmark assessments in science, Florida Alternate Assessment.
3	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Each class will monitor water application of a garden area for one week per semester using provided rain gauges, and then use their observations to guide the amount of water that is put on gardens subsequently. Notes: If a class doesn't have a garden, they can choose a "garden area". This incorporates both science and math and begins to move us toward responsible water usage.	Science Committee Chair, Curriculum Specialist, Intern Principal	Scheduled activities, lesson plans	Weekly benchmark assessments in science, Florida Alternate Assessment.
4	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	The Science Committee will establish an accessible support system/lending area for ongoing garden efforts, to include: tools, seeds, indoor planting medium, nonchemical pest control, planting timelines, etc.	Science Committee Chair, Curriculum Specialist, Intern Principal	Scheduled activities, lesson plans, check out list.	Weekly benchmark assessments in science, Florida Alternate Assessment.

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:

Due to our unique student population, this section is not applicable to our school.

2012 Current Level of Performance:

2013 Expected Level of Performance:

7.6% (1)		9% (2)		
Problem-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				

Biology End-of-Course (EOC) Goals

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

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

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

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Gardening Supplies	SAC	\$400.00
			Subtotal: \$400.00
			Grand Total: \$400.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By May 2013, 63% (8) of students in grades 4, 8, and 10 will score within Proficient 4 Performance Descriptor Level or higher for Supported Level Students on writing skills as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	63% (8)

Problem-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	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Targeted students (ages 14 and up) will participate in a variety of writing exercises (classroom based and campus wide) to generate products such as CBI journals using a preferred means (paper or computer- based) including, but not limited to pictures, picture strips, picture/text completion and/or object choices.	Intern Principal, Curriculum Specialist	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific writing access points / curriculum maps will be within teachers' lesson plans.	Graded product based on rubric established in cooperation by the writing committee and teachers to be completed weekly. Teacher generated assessments.
2	Wingate Oaks Center's population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	Students will participate in creating "Flat Friends" (based on Flat Stanley activities) to take with them and report back to their class during community-based instruction and during family outings in the community throughout the school year utilizing a preferred writing means.	Intern Principal, Curriculum Specialist, Team Leaders	Copies and/or samples of graded student products will be kept in student portfolios. Documentation of specific writing access points / curriculum maps will be within teachers' lesson plans.	Benchmark Assessments, Florida Alternate Assessment
	Wingate Oaks Center's	All students will	Intern Principal,	Copies and/or samples	Benchmark

3	population are students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications.	participate in the recognition and use of information presented in Classroom Suite 4, Unique Learning Systems and news-2- You to include informational text, book reports and graphic organizers relating to weekly lesson plans.	Curriculum Specialist	of graded student products will be kept in student portfolios. Documentation of specific writing access points / curriculum maps will be within teachers' lesson plans.	Assessments, Florida Alternate Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Curriculum Materials	SAC	\$200.00
			Subtotal: \$200.00
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: \$200.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	Due to our unique student population, this section is not

U.S. History Goal #2:	applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2013, 50.6% (42) of students will demonstrate good attendance by having less than 10 absences and less than 10 tardies during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
47.5% (37)	50.6% (42)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34	36
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
18	15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this population are often frequently ill.	Nursing staff and classroom teachers will closely monitor the students who are identified as medically fragile and report any signs of illness to caregivers in a timely manner. IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the Intern Principal.	ESE Specialist, Intern Principal	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the Intern Principal.	Attendance records, customized home-notes.
2	Families of students in this population do not see the value of students attending on a regular basis.	Regular messages regarding attendance will be placed in the school's newsletter and disseminated to families via SAC/SAF Meetings.	ESE Specialist, Intern Principal	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the Intern Principal.	Attendance records, customized home-notes.
3	Families of students in this population do not understand the consequences of students not attending on a regular basis.	Regular messages regarding attendance will be placed in the school's newsletter and disseminated to families via SAC/SAF Meetings.	ESE Specialist, Intern Principal	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the Intern Principal.	Attendance records, customized home-notes.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	By May 2013, the number of internal and external school suspensions will maintain their current acceptable levels.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students in this population have persistent behavior problems that require intensive interventions to keep them actively engaged in an academic environment.	Students developing aberrant behavior will be referred to the Behavior Specialist. The Behavior Specialist will monitor and help determine through the RtI process whether a Functional Behavior Assessment (FBA) and /or a Positive Behavior Intervention Plan (PBIP). Are warranted. The ESE Specialist will follow up through the IEP process to ensure that appropriate strategies are developed and made part of the student's IEP.	Behavior Specialist, Intern Principal, ESE Specialist	Data collection will be reviewed by the Behavior Specialist weekly and graphed monthly. The PBIP for each student will be revised as behavior improves.	Frequency and ABC Data
2	Many students in this population demonstrate aberrant behavior as a result of ineffective attempts to communicate with others their displeasure, wants and needs.	Classroom structure and alternative communication systems will be in place in all environments on campus. Communication systems will be individualized to meet the needs of each student.	Curriculum Specialist, Speech/Language Pathologists	Data collection regarding Communication goals on the IEP and Communication targets will be collected by the SLPs. Consultation will take place between ESE Teachers and SLPs regarding communication for students experiencing difficulty.	IEP data and SLP data collection.

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavioral Support	All students	Behavior Specialist	Instructional Staff	Pre-planning	Monitoring will take place through frequent walk-throughs (at least every two weeks) and follow up activities will be scheduled with individual teachers/classroom teams as needed.	Intern Principal

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	By May 2013, 83.3% (5) of eligible students will have enough credits to graduate on time with their cohort peers.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0% (0)	0% (0)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

33.3% (4)

83.3% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students can fail a course due to poor attendance.	Attendance policy will be added to the first day packet of information sent home with all students. Regular messages regarding attendance will be placed in the school's newsletter and disseminated to families via SAC/SAF Meetings. ParentLink system will be used to send warning messages to the families of students who are in danger of developing a pattern on non- attendance.	Intern Principal, ESE Specialist	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the Intern Principal.	Attendance records, customized home-notes.
2	Students require careful planning of their schedules to make sure that they are taking courses that will lead to having the right number of credits when it comes time for them to graduate on time with their peers.	Support Staff have developed a carefully crafted a suggested Program of Study to assure that appropriate course decision are made on behalf of students who, due to a disability, are unable to plan their own educational schedules.	Intern Principal, ESE Specialist	Schedules will be assigned to each student at the beginning of the school year. Students entering the school after the start of the school year will be the subject of a course review and corrective course schedules will be developed by the Intern Principal to get students on track to graduate on time with their peers.	Course schedules, school credit reports from TERMS.
3	Behavioral issues can keep students from remaining actively engaged in academic activities	Students developing aberrant behavior will be referred to the Behavior Specialist. The Behavior Specialist will monitor and help determine through the RtI process whether a Functional Behavior Assessment (FBA) and /or a Positive Behavior Intervention Plan (PBIP). Are warranted. The Curriculum Specialist will follow up with the classroom teacher to ensure that appropriate strategies and classroom structure are in place to maximize authentic engagement.	Behavior Specialist, Intern Principal, Curriculum Specialist	Data collection will be reviewed by the Behavior Specialist weekly and graphed monthly. The PBIP for each student will be revised as behavior improves. IEP data will be reviewed as well as benchmark assessments to make sure that authentic engagement is happening throughout the school day.	Behavior Specialist, Intern Principal, Curriculum Specialist

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>By May 2012, 26% of parents will attend whole school functions, such as community resource, math, science and literacy fairs, as well as parent conferences, SAC/SAF and IEP meetings.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (22)	26%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the level of medical needs, increased therapeutic interventions and frequent illnesses, the parents of the students in this population have significant life pressures causing a need to access community resources and gather information from local agencies to provide services for them.	Wingate Oaks Center will host a Community Resource Fair, inviting parents and families throughout the county to attend and talk to a variety of county service providers that help children and adults with disabilities.	ESE Specialist	Parent attendance at The Community Resource Fair.	Attendance logs.
2	Parents have difficulty attending events in the evening because they need childcare for their children with special needs.	Partner with local agency (YMCA) to provide childcare during evening activities (Open House, Community Resource Fair, SAC/SAF Meetings).	Principal, ESE Specialist	Track attendance at evening-based events.	Attendance Logs
3	Parents can't leave work to attend SAC/SAF meetings or parent/teacher conferences and other school functions, and are therefore out of touch with what is going on at school.	Increase the use of and assisting parents to use technology to interact and participate in their child's education including, but not limited to, Parent Link updates, e-mail blasts, SAC/SAF Meetings, and electronic meeting formats. Setting up parent e-mail and simple training on Skype at Open House.	ESE Specialist, Technology Specialist	Track website traffic, responses to e-mail blasts, and traffic on social networking sites and use of podcasts.	Frequency data related to access of content made available to parents.
4	Parents have difficulty navigating the system of agency supports that are available to them, and therefore may miss out on some of the opportunities for assistance that they need.	Teachers will follow through with parents during parent conferences and all parent contact opportunities (IEPs, SAC Meetings, Open House) to help parents get access to vital programs like the Med-waiver and APD.	ESE Specialist, Support Team	Track numbers of students that have support coordinators.	Frequency data related to numbers of students that have or are in the process of getting support coordinators.

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						

Parent Involvement 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
Develop a Community Resource Fair to provide networking opportunities for parents and the community resources that they need for their children with special needs	Advertisement and supplies	SAC	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:		Due to our unique student population, this section is not applicable to our school.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Curriculum Materials	SAC	\$300.00
Mathematics		Curriculum Materials	SAC	\$300.00
Writing		Curriculum Materials	SAC	\$200.00
				Subtotal: \$800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science		Gardening Supplies	SAC	\$400.00
Parent Involvement	Develop a Community Resource Fair to provide networking opportunities for parents and the community resources that they need for their children with special needs	Advertisement and supplies	SAC	\$300.00
				Subtotal: \$700.00
				Grand Total: \$1,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/18/2012)

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
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SAC Funds will be used to provide curriculum materials and support for Reading, Mathematics and Writing, as well as to buy gardening materials and supplies for our gardens to help us teach Science. SAC Funds will also be used to support our Community Resource Fair.	\$1,500.00
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Describe the activities of the School Advisory Council for the upcoming year

- The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. (school improvement).
- SAC meetings are publicized at Wingate Oaks through our website, through our school newsletter, through Parent Link and through individualized daily home notes for each student. Public notice is required under the Sunshine State Law.
- Advisory Council members are elected and appointed in the first month of each school year. Peer groups elect their representatives, with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population.
- \$10 per unweighted FTE is allocated for Accountability Funds to support SIP objectives.
- SAC assists in the preparation and evaluation of the School Improvement Plan and the school's annual budget [Section 1001.452 (2), F.S.] by reviewing and approving drafts submitted by the faculty and the administration, respectively.
- SIP will be reviewed at the September meeting of the SAC.

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