

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROYAL PALM SCHOOL

District Name: Palm Beach

Principal: Bradley S. L. Henry

SAC Chair: Robert Snook

Superintendent: Wayne E. Gent

Date of School Board Approval: December 2012

Last Modified on: 5/9/2013

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

Dr. Mike Grego, Chancellor
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325 West Gaines Street
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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	Bradley S. L. Henry	Degrees: BA Specific Learning Disabilities/Elementary Education, MS Educational Leadership Certifications: School Principal (All Levels), Specific Learning Disabilities (K-12), Elementary Education (1-6),	2	14	2011-2012: Principal Royal Palm School School Improvement Rating: Reading - Improving Math - Improving 2010-2011: Principal Royal Palm School AYP: From 74% - 85%, Total and ED did not make proficiency in Reading and Math; SWD did not make proficiency in Math. DA Category: From Correct II to Correct I 2009-2010: Principal Boca Raton Elementary School Grade: A, Reading Mastery: 79%, Math Mastery: 76% AYP: 90%. Black students and SWD did not make proficiency in Reading and Math DA Category: Correct I 2008-2009: Principal Boca Raton Elementary School Grade: A, Reading Mastery: 77%, Math

		English for Speakers of other Languages (ESOL) Endorsement			<p>Mastery: 69% AYP: 79%, Black, Hispanic students, and ED did not make AYP in Reading or Math. SWD did not make AYP in Reading; Total did not make AYP in Math DA Category: Correct II</p> <p>2007-2008: Principal Boca Raton Elementary School Grade: A, Reading Mastery: 78%, Math Mastery: 76% AYP: 85%, SWD did not make proficiency in Reading and Math; Black, Hispanic, ED, and ELL did not make AYP in Math</p>
Assis Principal	Dr. Bonnie Jerome	<p>Degrees: B.S. Communication Disorders M.S. Communication Disorders Ed.S. Educational Leadership Ph.D. Educational Leadership</p> <p>Certifications: Speech Correction/ School Principal</p>	13	13	<p>2011-2012: Assistant Principal Royal Palm School School Improvement Rating: Reading - Improving Math - Improving</p> <p>2010-2011: Assistant Principal Royal Palm School AYP went from 74% - 85% meeting criteria and school DA category moved from a Correct II to a Correct I status.</p> <p>2009-2010: Assistant Principal Royal Palm School Grade: NA, AYP 90%, EDW SWD did not make AYP in reading and math.</p> <p>2008-2009: Assistant Principal Royal Palm School Grade: NA, AYP: 82%, ED and SWD did not make AYP in reading and math.</p> <p>2007-2008: Assistant Principal Royal Palm School Grade: NA, AYP 74%, ED and SWD did not make AYP in reading and math.</p>

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)
No Coaches in 2012-2013	None	None			None

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	Meet regularly with new teachers.	Assistant Principal	June 2013	
2	Partner new teachers with veteran teachers.	Assistant Principal	June 2013	
3	Provide professional development, training, and workshops throughout the year .	Professional Development Contacts, ESE Coordinators, Assistant Principal	June 2013	
4	Nationally board-certified teachers provide support to new and veteran teachers.	Nationally Board-Certified Teachers	June 2013	
5	Solicit referrals from current employees.	Principal	Ongoing	

6	Hire HQ teachers and Paraprofessionals	Principal	Ongoing	
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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
Sharon Donegan - Out of Field Adrienne Hernandez - Out of Field Kathleen Morton-Aberger - Non HQ Out of Field 3%(2) NHQ 2%(1)	The first two teachers are working towards their Autism Endorsement. Once they have the Autism Endorsement they will be In-Field. Provide weekly support meetings on ASD. Ms. Morton-Aberger is being encouraged to take the K-6 Elementary Certification Exam. Once she takes the Exam she will be HQ. Let Ms. Morton-Aberger know the District will reimburse her when she completes the Exam.

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
65	6.2%(4)	23.1%(15)	24.6%(16)	46.2%(30)	52.3%(34)	98.5%(64)	4.6%(3)	6.2%(4)	38.5%(25)

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
Hope Bernstein	Isabel Brunet	Clinical Education Certified Certifications: Early Childhood Education (Nursery - Kindergarten) Elementary Education (1-6) Varying Exceptionalities (K-12) English Speakers of Other	Provide guidance for IPDP Classroom observations, Pre and Post-planning conference meetings, may enlist the use of the following FEAPs: FEAP 1 - Instructional & Planning FEAP 2 - The Learning Environment FEAP 3 - Instructional Delivery & Facilitation FEAP 4 - Assessment FEAP 5 - Veteran Teacher Observation Review walk-through data Discuss Marzano's Art and Science of Teaching

		Languages (ESOL) Endorsement	Modeling of lessons using best practices
Venia Deese	Richard Bowers	Clinical Education Certified Certifications: Varying Exceptionalities (K-12) English for Speakers of other languages	Provide guidance for IPDP Classroom observations, Pre and Post-planning conference meetings, may enlist the use of the following FEAPs: FEAP 1 - Instructional & Planning FEAP 2 - The Learning Environment FEAP 3 - Instructional Delivery & Facilitation FEAP 4 - Assessment FEAP 5 - Veteran Teacher Observation Review walk-through data Discuss Marzano's Art and Science of Teaching Modeling of lessons using best practices
Shari Forman	Jennifer Moss	Clinical Education Certified Certifications: Speech Language Corrections	Provide guidance for IPDP Classroom observations, Pre and Post-planning conference meetings, may enlist the use of the following FEAPs: FEAP 1 - Instructional & Planning FEAP 2 - The Learning Environment FEAP 3 - Instructional Delivery & Facilitation FEAP 4 - Assessment FEAP 5 - Veteran Teacher Observation Review walk-through data Discuss Marzano's Art and Science of Teaching Modeling of lessons using best practices
Shari Forman	Danielle Rico	Clinical Education Certified Certifications: Speech Language Corrections	Provide guidance for IPDP Classroom observations, Pre and Post-planning conference meetings, may enlist the use of the following FEAPs: FEAP 1 - Instructional & Planning FEAP 2 - The Learning Environment FEAP 3 - Instructional Delivery & Facilitation FEAP 4 - Assessment FEAP 5 - Veteran Teacher Observation Review walk-through data Discuss Marzano's Art and Science of Teaching Modeling of lessons using best practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds will be used to purchase additional assistance with research based reading instruction, math instruction and

support literacy at Royal Palm School. Title I Funds will also be used to purchase literacy software, math software, iPads, communication devices and accessories. The school coordinates with Title I in ensuring staff development needs are provided such as in-service workshops to provide strategies to teachers and parents(material training for teachers) and in-county workshops. Title I funds are also used for the Parent Involvement handbook, interpreters for meetings, parent involvement supplies and materials. The school also receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

As mentioned above Title I pays for professional development, and family involvement trainings if funds are available.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The district coordinates with Title II to ensuring staff development needs are provided. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III

The district coordinates with Title III to ensuring staff development needs are provided. Services provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

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

Nutrition Programs

Breakfast is free to all students at Royal Palm School.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational programs for regular, disadvantaged, and handicapped students in grades 7-12.

Job Training

A school based coordinator works with students, teachers and local business' to provide students the opportunity to learn necessary job performance skills.

Other

Required instruction listed in FL Statute 1003.42(2), as applicable to grade levels.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The team is comprised of department heads and chairpersons of committees that address the needs of the school. They assist the Principal and Assistant Principal in setting school curriculum and school's goals.

Royal Palm School does not have a school based RTI Leadership Team, however, we do have a Leadership Team. All students have been placed in ESE.

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 team meets monthly under the direction of a chairperson and the administration of the school. The role of the team is to ensure improvement within the school and share information that facilitates the operation of the facility.

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 team provides the chairperson of the SAC committee the information needed to write the goals of the SIP. They monitor the progress of the plan and make suggestions for planning professional development.
The Leadership Team will meet with the Assistant Principal and the Children's Service Facilitator to coordinate data related to the social/emotional areas of the school that need addressing.
A systematic approach for problem solving will be used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.

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.

The Leadership Team will keep documentations of department meetings and Team meetings to summarize data on student testing and progress on goals set for reading, writing, math and science.

Describe the plan to train staff on MTSS.

The staff will be trained during Faculty Meetings and PDD days on a rotation basis. Various speakers from within our district will address Testing, Test Administration and regulations.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team is comprised of the Principal, Assistant Principal, ESE Contacts, School Psychologist, Behavioral Resource Teacher, SAC Chair and Media Clerk.

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

The team meets once a month to discuss literacy activities and targeted areas of concerns, data, resources and course of action to be implemented.

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

1. Continued collaboration among teachers to develop lessons/activities incorporating the district's reading curriculum.
2. Jump Start for Reading endorsed through Literacy Coalition
3. Celebrity Reading Day
4. Read for the Record
5. Two Scholastic Book Fairs

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/5/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Strategies

1. Promote children's success to kindergarten through three activity components (1) staff development (2) technical assistance and (3) parent education.
2. Provide training to parents on preparing their children for kindergarten (Pre-Kindergarten to Kindergarten Transition).
3. Collaboration between outside agencies such as Children's Services Council Parent Education, Department of Pre-K, the Palm Beach County Home Extension Coop and Universities.
4. Materials (Exceptional Parent Magazine, community resource books "Where to Turn", parenting magazines, Mailbox magazine, video tapes, DVDs, etc.) will be housed in the "Family Resource Center/Lending Library" for parents to relax and enjoy children's literature books and to check out to read to their children.
5. Schedule community based workshops for parents addressing school readiness topics (4 total per year).
6. Provide parents with lending library to foster readiness skills before transitioning to elementary school programs
7. Recommend families to attend Kindergarten Round-Up at their SAC school.

*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.

District adopted/approved materials are being implemented: MeVillie, WeVillie, PCI programs, Unique Learning and Scholastic Reading program. These are evidenced based programs.
Learning Tools (River Deep, Brain Pop, United Streaming)

We only have a few teachers that can instruct students in basic reading skills. This is due to the cognitive levels of most of our students (below 24 month levels). We are stimulating pre-reading skills that include the following skills: attending to books, turning pages, looking at pictures or matching objects that are within the story, vocabulary development and sound association for letter identification. Comprehension skills will be stressed through a multi-sensory approach using, basic association skills, object identification, picture matching, object to picture matching, picture to picture matching and simple "WH " questions, (who, what, when, where and why). For our students who are beginning to read we will adapt a formal reading program that suits their ESE needs.

*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?

High School students are required to take a post school credit as a graduation requirement. Preparation for post school adult living incorporates Science, Math, Social Skills and career preparation strategies, students will use throughout their adult life.

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?

All students are on a special diploma track, therefore, students are not required by the state to choose a course of study.

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](#)

Due to the Cognitive levels of our student population (ESE) this is not applicable. However, we refer students who we feel are competitively employable to Vocational Rehabilitation for post school employment services. Students have also been referred to the Agency For Persons With Disabilities for meaningful day activity funding.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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:	Based on the 2012 FAA 11% (10) of students scoring level 4, 5 and 6 were proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 11% (10) of students scoring level 4, 5 and 6 were proficient in reading.	By June of 2013 16% (14) of students scoring at levels 4, 5 and 6 will be proficient 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	N/A	N/A	N/A	N/A	N/A
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on a quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
3	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations

4	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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. Reading Goal #2b:	Based on the 2012 FAA 2% (2) of students scoring level 7 were proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 2% (2) of students scoring level 7 were proficient in reading.	By June 2013 3% (3) of students scoring level 7 were proficient 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	N/A	N/A	N/A	N/A	N/A
	Limited cognitive abilities	Students will receive differentiated instruction	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's	Informal testing, data collection,

2		using a multi-sensory approach at their individual level.		logs on individual skills	progress notes and writing of IEP objectives.
3	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
4	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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:	Based on the 2012 FAA 29% (32) made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 29% (32) made learning gains in reading.	By June 2013 34% (38) students will make learning gains in reading as measured by the FAA

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teacher/Support Staff	Teachers logs, department meetings minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level, (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal	LTM discussions, observations	Lesson plans, LTM minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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 #					
	In six years our school will try to reduce the achievement gap by 51%					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	23%	30%	37%	44%	51%	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, and White.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 90%, Hispanic 86%, White 90%	By 2013, 59% Black, 77% Hispanic, and 76% White, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies.	Teachers/Support staff	Teacher's logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
3	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialists and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
4	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialists and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
2	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. Reading Goal #5D:	SWD students did not meet 2012 Reading Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% of SWD students did not make satisfactory progress	By June 2013, 70% of SWD students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support staff	Teachers logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal	LTM discussions, observations	Lesson plans, LTM minutes

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:	EC DIS students did not meet 2012 Reading Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% of EC DIS students did not make satisfactory progress.	By June of 2013, 70% of EC DIS students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on a quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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
FAA Training Unique Learning Systems	All grades/ SWD subgroups	PDD personnel	PDD personnel	Fall of 12	Leadership Team Using IPADS to share best practices with teachers based on the Marzano evaluation documentation Teacher conferences (Working with the Experts-Visually Impaired April) and Department meetings State Speech & Hearing Convention FLASHA, ASHA Deaf and Hard of Hearing Convention CEC Convention	Leadership Team staff/ Professional Development Personnel Technology support specialist

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Paper and ink for classroom use, folders, laminating film, velcro, hands on materials, multisensory materials and supplies, handwriting program (Zane-Bolser)	Title I	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide classroom teachers with supplemental software to enhance classroom instruction and utilize technology to access the curriculum	Literacy software to include MeVile to WeVile, PCI Reading 1 & 2 Scholastic Reading program(k-1) (level C) PCI Real World Program, Judy Lynn Software, Starfall, News-to-U, Classroom Suites, Enchanted Learning	Title I	\$2,000.00
Purchase iPads for classroom teachers to enhance classroom instruction	iPads	Title I	\$10,000.00
Utilize technology to access the curriculum	Communication devices, communication boards, Big Mac switches, batteries for Title 1 purchases.	Title I	\$3,000.00
Purchase iPad cases for classroom teachers	ipad cases	Title I	\$1,200.00
			Subtotal: \$16,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend out-of-county reading workshops to obtain new literacy strategies	Out-of-county travel to include registrations for in-services/workshops that provide strategies to teachers to enhance classroom instruction. (training for teachers/ specialist with Visual and Hearing Impaired students) State Speech & Hearing Convention FLASHA, Deaf and Hard of Hearing Convention	SAC	\$1,500.00
	Materials for staff trainings, chart paper, professional books for book study, paper and ink for EDW reports and handouts. Apple Care Plan for repair.	Title I	\$1,152.00
			Subtotal: \$2,652.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$24,852.00

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	

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

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

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			N/A		
2012 Current Percent of Students Proficient in writing:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Based on the 2012 FAA 13% (12) students scored at levels 4,5 and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 13% (12) students scored at levels 4,5 and 6 in mathematics.	By June of 2013 16% (15) students will score at levels 4,5 and 6 in mathematics.

Problem-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
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
3	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to	Teachers, Assistant Principal	LTM discussions, observations	Lesson plans, LTM minutes

4		inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		Based on the 2012 FAA 0% (0) students scored at level 7 in mathematics.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the 2012 FAA 0% (0) students scored at level 7 in mathematics.		By June of 2013 1% (1) student will score level 7 or above on the FAA.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP objectives.
3	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
	Student cognitive levels	Continue instruction	Teachers,	LTM discussions,	Lesson plans, LTM

4	through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Assistant Principal	observations	minutes
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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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 mathematics. Mathematics Goal #3b:	Based on the 2012 FAA 36% (32) made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 36% (32) made learning gains in math.	By June of 2013 41% (37) will make learning gains in mathematics as based on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teacher/Support Staff	Teachers logs, department meetings minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and

2		approach at their individual level, (sensory lab, gross motor lab, computer lab, classroom learning centers)			writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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%.	Elementary School Mathematics Goal # In six years our school will try to reduce the achievement gap by 51%					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	30%	37%	44%	51%	

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

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

Black 90%, Hispanic 86%,and White 90%	By 2013 65% Black, 71% Hispanic, and 76% White will not make satisfactory progress.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support staff	Teachers logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties.
3	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teacher/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing data collection, progress notes and writing of IEP objectives
4	Student Cognitive levels	Continue instruction through ACCESS adopted programs. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for the diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM Minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	
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satisfactory progress in mathematics. Mathematics Goal #5D:	SWD students did not meet 2012 Mathematics Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% of SWD students did not make satisfactory progress.	By 2013 70% of SWD students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support staff	Teachers logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM minutes

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	EC DIS students did not meet 2012 Mathematics Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of EC DIS students did not make satisfactory progress.	By 2013 70% of EC DIS students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their	Teachers/specialist and support staff	Progress notes on a quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.

		individual level.			
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM minutes

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Based on the 2012 FAA 13% (12) students scored at levels 4, 5 and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 13% (12) students scored at levels 4, 5 and 6 in mathematics.	By June of 2013 16% (15) students will score at levels 4, 5 and 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 mathematics. Mathematics Goal #2b:	Based on the 2012 FAA 0% (0) students scored at level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 0% (0) students scored at level 7 in mathematics.	By June of 2013 1% (1) student will score level 7 or above on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP

		individual level.			objectives
3	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings and evaluations
4	Student Cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 mathematics. Mathematics Goal #3b:	Based on the 2012 FAA 36% (32) made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 36% (32) made learning gains in math.	By June of 2013 41% (37) will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited collaboration	Cross-Curriculum to	Teacher/Support	Teachers logs,	Data collection on

1	between teachers	incorporate strategies	Staff	department meetings minutes, Learning Team Summary	individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level, (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, Observations	Lesson plans, LTM minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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%.	Middle School Mathematics Goal #					
	In six years our school will try to reduce the achievement gap by 51%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	30%	37%	44%	51%	

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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Mathematics Targets: Black, Hispanic, and White.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 90%, Hispanic 86%, and White 90%	By 2013 65% Black, 71% Hispanic, and 76% White will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support staff	Teachers logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties.
3	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teacher/Specialist and Support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing data collection, progress notes and writing of IEP objectives
4	Student Cognitive levels	Continue instruction through ACCESS adopted programs. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for the diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, Support staff	LTM discussions	Lesson plans, LTM Minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal #5D:	SWD students did not meet 2012 Mathematics Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% of SWD students did not make satisfactory progress.	By 2013 71% of SWD students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support staff	Teachers logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal	LTM discussions, observations	Lesson plans, LTM minutes

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	EC DIS students did not meet 2012 Mathematics Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of EC DIS students did not make satisfactory progress.	By 2013, 70% of EC DIS students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on a quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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:	Based on the 2012 FAA 13% (12) students scored at levels 4, 5 and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 13% (12) students scored at levels 4, 5 and 6 in mathematics.	By June of 2013 16% (15) students will score at levels 4, 5 and 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills.	Informal testing, data collection, progress notes and writing of IEP objectives.
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over reading skills in the home setting	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM minutes

3	collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using the multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teacher/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal	LTM discussions, observations	Lesson plans, LTM minutes

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:	Based on the 2012 FAA 36% (32) students made learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FAA 36% (32) students made learning gains in mathematics.			By June of 2013 41% (37) will make learning gains in mathematics		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-curriculum to incorporate strategies	Teacher/Support Staff	Teachers' logs, department meetings minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level, (sensory lab, gross motor, computer lab, classroom learning centers)	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # In six years our school will try to reduce the achievement gap by 51%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	30%	37%	44%	51%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Mathematics Targets: Black, Hispanic, and White.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 90%, Hispanic 86% and White 90%	By 2013 65% Black, 71% Hispanic, and 76% White will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support Staff	Teacher logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties.
3	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teacher/Specialist and Support Staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing data collection, progress notes and writing of IEP objectives
4	Student Cognitive levels	Continue instruction through ACCESS adopted programs. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, Support Staff	LTM discussions	Lesson plans, LTM Minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal #5D:	SWD students did not meet 2012 Mathematics Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% of SWD students did not make satisfactory progress.	By June 2013, 70% of SWD students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between teachers	Cross-Curriculum to incorporate strategies	Teachers/Support Staff	Teacher logs, department meeting minutes, Learning Team Summary	Data collection on individual goals to measure progress in various specialties.
2	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Teacher/Specialist and Support Staff	Progress notes on quarterly basis, teachers logs on individual skills	Informal testing data collection, progress notes and writing of IEP objectives
3	Student Cognitive levels	Continue instruction through ACCESS adopted programs. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, Support Staff	LTM discussions, observations	Lesson plans, LTM Minutes

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	EC DIS students did not meet 2012 Mathematics Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of EC DIS students did not make satisfactory progress.	By 2013, 70% of EC DIS students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their	Teachers/specialist and support staff	Progress notes on a quarterly basis, teacher's logs on individual skills	Informal testing, data collection, progress notes and

		individual level.			writing of IEP objectives
2	Lack of parent participation	Providing parent with workshops, materials and communication to carry-over reading skills in the home setting.	Teachers/Staff, Community Language Facilitators	Parent, surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, Support Staff	LTM discussions, observations	Lesson plans, LTM minutes

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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
FAA Training Unique Learning Systems	School-wide/SWD subgroups	PPD personnel Technology support specialist	School-wide	Spring of 13	Leadership Team documentation Teacher conferences and Department meetings	Leadership Team Professional Development Personnel Technology support specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Usage of cross curriculum activities to increase math skills	Math manipulatives, counting devices, supplemental math materials, laminating film, math literacy books, etc.	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use a variety of technology devices with math software to increase math skills	Math software and applications	Title 1	\$1,000.00
			Subtotal: \$1,000.00
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: \$2,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP goals
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM minutes

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on the 2012 FAA 20% (10) students scored at level 4, 5 and 6 in science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 20% (10) students scored at level 4, 5 and 6 in science.	By June of 2013 22% (12) students will score above level 4, 5 and 6 in science on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teachers' logs on individual skills	Informal testing, data collection, progress notes and writing of IEP objectives.
	Lack of parent participation	Providing parents with workshops materials	Teachers/staff, community	Parent surveys, communication	PLUSS meetings, evaluations

2		and communication to carry-over reading skills in the home setting	language facilitators	between teachers and parents/conference notes	
3	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP objectives
4	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over science skills in the home setting	Teacher/staff, community language facilitators	Parent surveys, communication between teachers and parent/conference notes	PLUSS meetings, evaluations
5	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes
6	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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.

N/A

Science Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on the 2012 FAA 0% (0) students scored at level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 0%(0) students scored at level 7 in mathematics.	By June of 2013 1% (1) student will score level 7 or above in science on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP objectives
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teacher/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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:	Based on the 2012 FAA 20% (10) students scored at level 4, 5 and 6 in science.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 20% (10) students scored at level 4, 5 and 6 in science.	By June of 2013 22% (12) students will score above levels 4, 5 and 6 on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP goals
2	Lack of parent participation	Providing parents with workshops, materials and communication to carry-over math skills in the home setting.	Teachers/staff, community language facilitators	Parent surveys, communication between teachers and parents/conference notes	PLUSS meetings, evaluations
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions	Lesson plans, LTM minutes

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:	Based on the 2012 FAA 0% (0) students scored at level 7 in science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 0% (0) students scored at level 7 in science.	By June of 2013 1% (1) students will score above level 7 in science on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities	Students will receive differentiated instruction using a multi-sensory approach at their individual level.	Teachers/specialist and support staff	Progress notes on quarterly basis, teacher's logs on individual skills	Informal testing, data collection progress notes and writing of IEP objectives
	Lack of parent participation	Providing parents with workshops, materials	Teacher/staff, community	Parent surveys, communication between	PLUSS meetings, evaluations

2		and communication to carry-over science skills in the home setting	language facilitators	teachers and parent/conference notes	
3	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	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
FAA Training Unique Learning Systems	All grades	PD Personnel	School-wide	Fall of 12	Share best practices based on the Marzano documentation	Professional Development Personnel

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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.		N/A			
Writing Goal #1a:					
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.	Based on the 2012 FAA 12% (3) students scored at level 4 in writing.
Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA 12% (3) students scored at level 4 in writing.	By June of 2013 16% (4) students will score higher than level 4 on the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive abilities	Leadership Team (Department Chairs) will assist teacher with implementing interventions(materials needed to carry-over programs)	Team Leaders Assistant Principal	Monitoring of students and teacher interventions through classroom logs and informal testing	Test focused on interventions for measurement effectiveness, classroom logs, teacher conferences
2	Student cognitive levels	Continue instruction through ACCESS adopted programs for SWD. Teachers will collaborate with administration and peers to analyze data to inform them of student needs. Lessons will be created to meet the instructional needs for diverse learners. Teachers will record and graph data to drive instructional plan and student groupings.	Teachers, Assistant Principal, support staff	LTM discussions, observations	Lesson plans, LTM minutes

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
Strategies to teach skills to SWD	4 and 8	PDD Personnel	Fourth grade and eighth grade teachers	Fall of 12	Teacher conferences and team meetings	Assistant Principal

Writing Budget:

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

End of Writing Goals

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The absentee rate will decrease by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
39% (211)	50% (313)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(334)	(314)

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
(18)		(14)			
Problem-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	Medical issues Transportation Parent non-compliance	Teachers will monitor students with an increasing number of absences	Teacher and Attendance Monitor	Attendance log sheet	Teachers records and district data

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
Attendance Monitor will provide training to K-12 teachers on support documentaion necessary for students with attendance concerns	K-12	Attendance Monitor	School-wide	October staff meeting	Attendance Report	Attendance Monitor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Out of school suspensions will decrease by 1%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
NA	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(5)	(2)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(5)	(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
1	Students disability Medical needs	Support Team in place called the CAT (crisis action team), Individual Behavioral Plans and counseling	Assistant Principal, Support staff, BIAs	IEP meetings,child study meetings	Review of student referrals

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
Behavior Management for special needs students	K-12	Dr. Timothy Edwards	K-12	September 2012	PLUSS Evaluation	Assistant Principal

Suspension Budget:

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

End of 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>	The drop out rate will decrease by 1%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
(1)	(0)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
(19)	(12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Medical issues Family preferences Students disability	Parenting skills training Attendance monitoring	Assistant Principal	IEP meetings, child study meetings Transition coordinator meetings	Graduation rate data

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
Parent skills training	K-12	Dr. Timothy Edwards	High School staff	September 2012	Attendance monitoring	Assistant Principal

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent involvement by 1%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
3% of parents attend school wide activities	Increase parent involvement to 4% on school wide activities

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our student population is spread throughout the county	1. Use of technology to reach parents for school wide activities. 2. Personal call from the teacher or room parent. 3. Provide all communication in three languages and sent to parents a week in advance. 4. Communicate with parents through Parent-Link. 5. Use district and school parent surveys to improve the plan. 6. Parents will be involved in the design, implementation, and evaluation of the school wide program through monthly SAC meetings.	Home room teacher Parent Teacher Organization Chairpersons from activity committee	Attendance rosters Sign in sheets Surveys	Parent Survey from Title I
2	Many of our parents are spread throughout the county.	Volunteer Coordinator will recruit, train, and "match up potential volunteers with teachers who want them. Also through the use of the handbook.	Volunteer Coordinator	Sign In sheets from school events. Track volunteer hours	Volunteer hours logged into VIPS Sign In sheets from school events. Student agendas
3	Low interest from community business members willing to support the school	Continue to recruit and strengthen our PTO and Business Partnerships	Business Partnership Coordinator	Monitor the membership of the PTO and Business Partnership applications	Business Partnership Applications and Volunteer hours logged onto VIPS.
4	Many of our families are spread throughout the county.	Provide handbook to families. Hold the Title I Annual Meeting. Hold meetings to develop Family Involvement Policy/Plan and School-Parent Compact (9/12/12 and 9/25/12). Review of district approved curriculum, state wide assessment results and expected proficiency levels and encourage parent participation in decision making through monthly	Assistant Principal	Feedback from participants	Sign-in sheets, Minutes

		SAC meetings.			
5	Many of our students have wheelchairs that are in need of repair	Provided scheduled service of wheelchairs by Active Mobility	Physical & Occupational therapist	Monitor a list of completed repairs by room to room inspections from the therapy staff	Sign-in sheets and a log of issues resolved by Active Mobility

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
Parents/involved in the status of wheelchair repairs	School- wide	Physical and Occupational Therapy Departments	School-wide	Winter/Spring of 2013	Sign in sheets in the therapist rooms	Physical and Occupational therapist
To provide parents with lending library within the parent room providing information and materials that support student learning and parent school communication	School- wide	PTO President Parent room coordinator	School-wide	Winter of 2013	Sign out sheets in the parent room Surveys	Parent room coordinator PTO President
To educate staff regarding parent involvement strategies	School-wide	Assistant Principal	School-wide	Winter of 2013	Staff sign in sheets	Assistant Principal
Parents/Business Partners invited to SAC/PTO meetings/PLUSS meetings	School-wide	SAC Chairperson/Assistant Principal/PTO Chairperson	School-wide	Monthly meetings	Sign out sheets in the parent room Surveys	SAC Chairperson/Assistant Principal/PTO Chairperson

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
Provide staff with parent	In County for workshops or in-		

involvement trainings to increase communication.	service (mileage and/or registrations)	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents with Parent Involvement Handbook in multiple languages.	Outside printing services for Parent Involvement Handbook	Title I	\$300.00
Hold P.L.U.S.S. Parent meetings and provide parents with resources.	Part-time In-system and benefits for staff to present at P.L.U.S.S. meetings	Title I	\$1,000.00
Hold P.L.U.S.S. Parent meetings and provide parents with resources.	Overtime and benefits for child care and translators for P.L.U.S.S. meetings	Title I	\$500.00
Providing parents with workshops, materials, books in various languages, and communication to carry-over academic/IEP skills in the home setting.	Paper and ink for family involvement flyers, handouts, and communication. Materials and books for parent trainings. Food and refreshments for parent trainings. Materials for parent resource room. Coffee urn for parent trainings.	Title I	\$1,000.00
			Subtotal: \$2,800.00
			Grand Total: \$2,800.00

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:			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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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:		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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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)

APPRECIATION OF MULTICULTURAL DIVERSITY Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. APPRECIATION OF MULTICULTURAL DIVERSITY Goal APPRECIATION OF MULTICULTURAL DIVERSITY Goal #1:		Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.			
2012 Current level:			2013 Expected level:		
3 out of 9 months			3 out of 9 months		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources that prohibit implementation of activities	Provide Media Center and Parent Center with multicultural books	Assistant Principal	Lesson plan review	Review of Media Center and Parent Center in the area of Multicultural diversity

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

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

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

Budget:

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

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

End of APPRECIATION OF MULTICULTURAL DIVERSITY Goal(s)

Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events. Goal:

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

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

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

Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.
Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will receive differentiated instruction using a multi-sensory approach at their individual level. (sensory lab, gross motor lab, computer lab, classroom learning centers)	Paper and ink for classroom use, folders, laminating film, velcro, hands on materials, multisensory materials and supplies, handwriting program (Zane-Bolser)	Title I	\$6,000.00
Mathematics	Usage of cross curriculum activities to increase math skills	Math manipulatives, counting devices, supplemental math materials, laminating film, math literacy books, etc.	Title 1	\$1,000.00
Attendance				\$0.00
Suspension				\$0.00
Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.				\$0.00
				Subtotal: \$7,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide classroom teachers with supplemental software to enhance classroom instruction and utilize technology to access the curriculum	Literacy software to include MeVille to WeVille, PCI Reading 1 & 2 Scholastic Reading program(k-1)(level C) PCI Real World Program, Judy Lynn Software, Starfall, News-to-U, Classroom Suites, Enchanted Learning	Title I	\$2,000.00
Reading	Purchase iPads for classroom teachers to enhance classroom instruction	iPads	Title I	\$10,000.00
Reading	Utilize technology to access the curriculum	Communication devices, communication boards, Big Mac switches, batteries for Title 1 purchases.	Title I	\$3,000.00
Reading	Purchase iPad cases for classroom teachers	ipad cases	Title I	\$1,200.00
Mathematics	Teachers will use a variety of technology devices with math software to increase math skills	Math software and applications	Title 1	\$1,000.00
Suspension				\$0.00
Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.				\$0.00
				Subtotal: \$17,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
		Out-of-county travel to include registrations for in-services/workshops that provide strategies		

Reading	Teachers will attend out-of-county reading workshops to obtain new literacy strategies	to teachers to enhance classroom instruction. (training for teachers/ specialist with Visual and Hearing Impaired students) State Speech & Hearing Convention FLASHA, Deaf and Hard of Hearing Convention	SAC	\$1,500.00
Reading		Materials for staff trainings, chart paper, professional books for book study, paper and ink for EDW reports and handouts. Apple Care Plan for repair.	Title I	\$1,152.00
Suspension				\$0.00
Parent Involvement	Provide staff with parent involvement trainings to increase communication.	In County for workshops or in-service (mileage and/or registrations)	Title I	\$0.00
	Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.			\$0.00
				Subtotal: \$2,652.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension				\$0.00
Parent Involvement	Provide parents with Parent Involvement Handbook in multiple languages.	Outside printing services for Parent Involvement Handbook	Title I	\$300.00
Parent Involvement	Hold P.L.U.S.S. Parent meetings and provide parents with resources.	Part-time In-system and benefits for staff to present at P.L.U.S.S. meetings	Title I	\$1,000.00
Parent Involvement	Hold P.L.U.S.S. Parent meetings and provide parents with resources.	Overtime and benefits for child care and translators for P.L.U.S.S. meetings	Title I	\$500.00
Parent Involvement	Providing parents with workshops, materials, books in various languages, and communication to carry-over academic/IEP skills in the home setting.	Paper and ink for family involvement flyers, handouts, and communication. Materials and books for parent trainings. Food and refreshments for parent trainings. Materials for parent resource room. Coffee urn for parent trainings.	Title I	\$1,000.00
	Maintain or increase the number of multicultural activities on campus by creating three school wide multicultural awareness events.			\$0.00
				Subtotal: \$2,800.00
				Grand Total: \$29,652.00

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 9/6/2012)

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
Staff development, curriculum and enrichment materials, workshops and trainings	\$4,955.00

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

To support carry-over of skills within the classroom to the home setting. Support Teachers with training to integrate the reading, writing, math and science skills within the ESE curriculum.

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