FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MT. HERMAN ESE CENTER

District Name: Duval

Principal: Mark Cashen

SAC Chair: Renee Worley

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/17/2012



Pam Stewart, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

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	Mark Cashen	Master of Education Areas of certification: Elementary Education, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, and School Principal	9	29	Mt. Herman does not have a school grade. Mr. Cashen has provided leadership in elementary schools which allowed for realignment of staff and appropriate training for teachers in order to provide full inclusion opportunities for mildly disabled students. Focused analysis of student data, teacher training, and improved instructional strategies led the way for an increase in the school grade (C to B) for one of the elementary schools where Mr. Cashen was principal. He is continuing this focus on data analysis and instructional strategies at Mt. Herman.
Principal	Not Applicable				

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)
Exceptional Student Education	Matthew Take	M.Ed in Exceptional Education	6	1	Mr. Take has successfully provided sound instruction to students with severe and profound physical and intellectual disabilities for the past 6 years. He has successfully integrated assistive technology into his instruction, and his students consistently show progress on assessments.

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	Utilize Professional Learning Communities; provide the time for PD, data analysis, professional learning, and planning 2X a month.	Mark Cashen, Principal	May 2013	
2	Continued Professional Development which is focused on improving student performance.	Mark Cashen, Principal Julie Roziers, Professional Development Facilitator	May, 2013	
3	Provide information regarding district professional development opportunities which is focused on improving student performance.	Richard Brymer, ESE Liaison Donna Baine, ESE Liaison	May 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Provide Grade Level Groups with time to meet in their PLCs on a monthly basis for an uninterrupted period of time. Through work with the Design Team, provide the PLCs with the tools
	necessary to conduct productive and effective PLC meetings.

Staff Demographics

 $\label{lem:please complete the following demographic information about the instructional staff in the school. \\$

*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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed		% ESOL Endorsed Teachers
21	9.5%(2)	14.3%(3)	28.6%(6)	47.6%(10)	33.3%(7)	71.4%(15)	0.0%(0)	9.5%(2)	9.5%(2)

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
Deborah Kapples	Jeffrey Bellamy	Veteran classroom teacher with a similar teaching assignment paired with a beginning teacher.	Observations and feedback. Participation in Grade Level PLC. Complete MINT Program.
Diane Silk	Melanie Hisole	Veteran resource teacher with a similar teaching assignment paired with a beginning resource teacher.	Observations and feedback. Participation in Grade Level PLC. Complete MINT Program.
Richard Brymer	Donna Baine	Veteran staff member with similar responsibilities paired with a returning resource teacher.	Observations and feedback. Participation in Grade Level PLC. Complete MINT Program.

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.

	•	,	J. 1	
Title I, Part A				
NA				
Title I, Part C- Migrant				
NA				
Title I, Part D				
NA				
Title II				
NA				
Title III				
NA				
Title X- Homeless				
NA				
Supplemental Academic Instruction (SAI)				

NA

NA	
Nutrition Programs	
NA	
Housing Programs	
NA	
Head Start	
NA	
Adult Education	
NA	
Career and Technical Education	
NA	
Job Training	
NA	
Other	

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

School-based MTSS/RtI Team-

Identify the school-based MTSS leadership team.

Mark Cashen, Principal; Richard Brymer, CSS Site Coach; Donna Baine, Student Services Coordinator; Matthew Take, Instructional Coach

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 Leadership Team meets weekly to discuss and plan for instructional programming and specific interventions needed to meet student needs. An agenda is set and items are bought to the table for collaborative discussion and a consensus on how to follow through with school-wide and individual plans.

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 Leadership Team monitors the development and implementation of the School Improvement Plan. It will be the responsibility of all members of this team to assist the Principal with monitoring the implementation of the School Improvement Plan.

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.

Mt. Herman Exceptional Student Center is a center school in the Duval County Public School system that serves students functioning at the Participatory Level (PLA) of the Intellectual Disabilities (InD) spectrum. The general education MTSS plan does not specifically apply to our students. ALL students attending Mt. Herman have Individual Education Plans (IEPs), and all are served in ESE self-contained classrooms; they are all, therefore, Tier 3 students.

Describe the plan to train staff on MTSS.

All students at Mt. Herman are Tier 3 students; the Design Team and the Professional Learning Communities continually work to ensure that professional development is ongoing; IEPs are updated annually; the staff is trained to identify the need for more intensive supports and services through the IEP process.

Describe the plan to support MTSS.

Professional development through our work in our grade level Professional Learning Communities.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Design Team functions as the LLT: M. Cashen, A. Huggins-Jones, D. Kapples, L. Blanchard, B. Nichols, J. Roziers, D. Silk, M. Take, D. Flannery, J. Burns, T. Clark-Amezcua.

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

The Design Team is made up of a representative from each grade level group; the team meets once a month to review data and to guide the work of the PLC's. The PLC's also meet once a month, and are facilitated by their representative to the Design Team. This coordinated effort ensures that a school focus is maintained, while individual PLC's are able to problem solve within their own groups.

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

- • Reading: Communication Increase Attention in Receptive and Expressive Communication.
- Math: Independent Functioning Provide varied and multiple opportunities to follow rituals and routines in the school setting.
- Science: Independent Functioning Increase student response to sensory stimuli.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The Grade 6-12 students served in this PLA setting are all served in self-contained classrooms. Each teacher assumes responsibility for the reading instruction of their own students based on the curriculum provided and on the students' IEP's.

*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?

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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?

The High School students served in this PLA setting are all served in self-contained classrooms. Each student's IEP identifies individual goals relevant to their future.

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 <u>High School Feedback Report</u>

Transition IEP's are written:

- Beginning at age 14 a statement of the transition services needs of the child under the applicable components of the IEP that focuses on the child's courses of study;
- Beginning at age 16 a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages;
- Beginning at least one year before the child reaches the age of majority under state law, a statement that the child has been informed of his/her rights under this title, if any, that will transfer to the child on reaching the age of majority.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

ı	l on the analysis of studen provement for the following	it achievement data, and reg group:	eference to "Guidino	g Questions", identify and	define areas in need	
readi		g at Achievement Level 3	NOT APPLICABL Mt. Herman Ex	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0		
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
N/A			N/A	N/A		
	Pr	roblem-Solving Process t	to Increase Studer	nt 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						
					·	

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: NO DATA No students performed at this level. 1b. Florida Alternate Assessment: Mt. Herman Exceptional Student Center is a center school Students scoring at Levels 4, 5, and 6 in reading. serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-Reading Goal #1b: 22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Responsible **Evaluation Tool** Strategy Effectiveness of Strategy Monitoring 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:

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

Level 4 in reading.				NOT APPLICABLE Mt. Herman Exceptional Student Center students are			
Read	ing Goal #2a:			Students With Disabilities who do not take the FCAT 2.0			
2012	Current Level of Perform	mance:		2013 Expected Level of Performance:			
N/A				N/A	N/A		
	Pi	roblem-Solving Process	to I	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	A	N/A	N/A	
	d and the annulusis of abundan						

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: NO DATA No students performed at this level. 2b. Florida Alternate Assessment: Mt. Herman Exceptional Student Center is a center school Students scoring at or above Achievement Level 7 in serving students with significant and profound disabilities reading. from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) Reading Goal #2b: and are functioning at various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and refe of improvement for the following group:	rence to "Guiding	Questions", identify and define areas in need	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	N/A 2013 Expected Level of Performance: N/A		
2012 Current Level of Performance:			
N/A			
Problem-Solving Process to	ncrease Studer	nt Achievement	
	Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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: Based on Data Assessment in Grade Level Professional 3b. Florida Alternate Assessment: Learning Communities, the areas for improvement are: Percentage of students making Learning Gains in To increase Attention in Receptive and Expressive reading. Communication Reading Goal #3b: Increase student's ability to attend to literature 2012 Current Level of Performance: 2013 Expected Level of Performance: 25% (13 of 53) of the students made learning gains in Increase the number of students who make learning gains by reading. at least 2 students. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Effectiveness of Responsible for Strategy Monitoring • Mt. Herman serves Provide opportunity Teachers, Staff Student Portfolios; Task Data students from using relevant and and Resource IEP Objectives; Records; prekindergarten through appropriate Personnel Lesson Plan Review in Quarterly Progress Professional Learning Reports; post graduation (ages 3communication programs 22). 100% of the for students to increase Communities(PLC); Mt. Herman Pre-Zoning Plan Review. Post Assessment students are their ability to pay InD/TBI/CSS/DD and are attention or respond to (Rev. 2010) functioning at various communication directed Florida Alternate Assessment levels within the towards them. Participatory Level for Provide a minimum of 4 Academics (PLA). choice making Lack of opportunity for opportunities per day in interaction with the the school setting. environment and others. · Lack of opportunity for choice making. • Time • To use Age-respectful Teachers, Staff Student Portfolios: Task Data Inadequate Planning reading materials and Resource IEP Objectives; Records: Incorporate time to Personnel Lesson Plan Review in Quarterly Progress read to the students in Professional Learning Reports: the daily lesson plans Communities(PLC); Mt. Herman Pre-• Provide various modes Zoning Plan Review Post Assessment of assistive technology (Rev. 2010) (computer, iPad and/or Florida Alternate projector) Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. 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	

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 # N/A 5A:					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reduce the percent of White students not making satisfactory progress in reading by 14% and Black by 17%.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 97% (30)
Black: 100% (42)

White: 83% (25)
Black: 83% (35)

Problem-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	White: 41% Black: 59% • Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Lack of opportunity for interaction with the environment and others. • Lack of opportunity for choice making.	Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
2	Time Inadequate Planning	 To use Age-respectful reading materials Incorporate time to read to the students in the daily lesson plans Provide various modes 	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre- Post Assessment

projector) (computer, iPad and/or Fiorida Alternate Assessment	(compu	tive technology ter, iPad and/or or)		(Rev. 2010) Florida Alternate Assessment
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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: 5C. English Language Learners (ELL) not making satisfactory progress in reading. N/A Reading Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring 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

	nprovement for the following		ererence to Galanie	Questions , identify and	define areas in need	
sati	5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			Reduce the number of SWD not making satisfactory progress in reading by 17%.		
201	2012 Current Level of Performance:			2013 Expected Level of Performance:		
100% (75)			83% (62)	83% (62)		
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	• Mt. Herman serves students from prekindergarten through post graduation (ages 3-22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). • Lack of opportunity for interaction with the environment and others. • Lack of opportunity for choice making.	Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting.	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment	
2	TimeInadequate Planning	To use Age-respectful reading materials Incorporate time to	Teachers, Staff and Resource Personnel	Lesson Plan Review in Professional Learning	Mt. Herman Pre- Post Assessment (Rev. 2010)	

read

	on the analysis of studen provement for the following	t achievement data, and reg subgroup:	eference to "Guiding	g Questions", identify and	define areas in need	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			Reduce the per	Reduce the percent of economically disadvantaged students not making satisfactory progress in reading by 17%		
2012 Current Level of Performance:			2013 Expected	d Level of Performance:		
100% (46)			83% (38)	83% (38)		
Problem-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	22). 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA).	Provide opportunity using relevant and appropriate communication programs for students to increase their ability to pay attention or respond to communication directed towards them. Provide a minimum of 4 choice making opportunities per day in the school setting.	Teachers, Staff and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Task Data Records; Quarterly Progress Reports; Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment	
2	choice making. • Time • Inadequate Planning • Incorporate time to read to the students in		Teachers, Staff and Resource Personnel	Lesson Plan Review in Professional Learning Communities(PLC)	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment	

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

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

projector)

PD Content /Topic and/or PLC Focus	Grade	and/or PLC	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
Analyze the components of the PLA instructional program: Common						

Core Standards, Access Points, Curricula, Lesson Planning, Assessment, and Data Collection and the effective use of paras.	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	10/9-11/12 Professional Learning Communities	Classroom Walk- Throughs Student Portfolios Observations	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: discussion and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	9/15/12 Early Dismissal	Classroom Walk- Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessionals	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk- Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: Teacher demonstration.	PK-Post Grad	Classroom Teachers	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Early Dismissal	Classroom Walk- Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
iPads as instructional tools - choosing and downloading appropriate apps; sharing and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	10/17/12 Early Dismissal	Classroom Walk- Throughs Observations	Design Team Professional Learning Communities Leadership Team

Reading Budget:

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	t		
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 Reading Goals

					End of Rea
Comprohonsivo En	glish Language Lea	urning Assoc	cm	ont (CELLA) Coals	
	;, include the number of stud				
Timen deling percentages	, morado trio marmoor or otal			, oprecente next to the per	
Students speak in Englis	sh and understand spoken	English at grad	de le	vel in a manner similar t	to non-ELL students.
1. Students scoring pr	roficient in listening/sp	eaking.			
CELLA Goal #1:					
2012 Current Percent	of Students Proficient i	n listening/sp	eaki	ing:	
	Problem-Solving Prod	cess to Increa	se S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submi	ted		
Students read in English	n at grade level text in a r	nanner similar	o no	on-ELL students.	
2. Students scoring pr	roficient in reading.				
CELLA Goal #2:					
2012 Current Percent	of Students Proficient i	n reading:			
	Problem-Solving Prod	cess to Increa	se S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Students write in English at grade level in a manner similar to non-ELL students.								
3. Students scoring pr	roficient in writing.							
CELLA Goal #3:								
2012 Current Percent	2012 Current Percent of Students Proficient in writing:							
	Darkhau Calaba Dara	t- l						
	Problem-Solving Proce	ss to Increase S	Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
No Data Submitted								

CELLA Budget:

Evidence-based Progra	am(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 Developm	nent		
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

Elementary School Mathematics Goals

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

Based on the analysis of of improvement for the fo		t data, and refer	ence to "G	uiding Questions", ident	tify and define areas in need
matricinatics.			NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0		
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:
N/A			N/A		
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	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: NO DATA No students performed at this level. 1b. Florida Alternate Assessment: Mt. Herman Exceptional Student Center is a center school Students scoring at Levels 4, 5, and 6 in mathematics. serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-Mathematics Goal #1b: 22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
Level 4 III mathematics.	NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0

2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A			N/A			
	Problem-Solving Proce	ess to I	ncrease St	udent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion tonsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	lo Data	Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, ar Ilowing group:	nd refer	ence to "Gu	uiding Questions", identify	y and define areas in need	
2b. Florida Alternate As Students scoring at or a mathematics. Mathematics Goal #2b:	ssessment: above Achievement Level 7	7 in	Mt. Herma serving stu from preking 22). 100% and are fu	of the students are intel	enter is a center school d profound disabilities e 12 and beyond (ages 3-	
2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A			N/A			
	Problem-Solving Proce	ess to I	ncrease St	rudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N		Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, ar llowing group:	nd refer	ence to "Gu	uiding Questions", identify	y and define areas in need	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:			NOT APPLICABLE Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A			N/A			
	Problem-Solving Proce	ess to I	ncrease St	udent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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: Follow rituals and routines in the school setting (i.e. Percentage of students making Learning Gains in continuation or cessation of activity). mathematics. Use quantitative concepts, in daily routines. (i.e. more, less, Mathematics Goal #3b: big, small). 2012 Current Level of Performance: 2013 Expected Level of Performance: Increase the number of students who make learning gains by 23% (7/31) of students made learning gains in math at least 1 student. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mt. Herman serves Training on Visual Teachers, Staff, Student Portfolios: Mt. Herman Prestudents from Schedules, Calendar and Resource IEP Objectives; Post Assessment prekindergarten through Boxes, and Concrete Lesson Plan Review in (Rev. 2010) Personnel post graduation (ages 3-Symbols. Florida Alternate Professional Learning 22).100% of the · Lesson Plan Review in Communities(PLC); Assessment students are Professional Learning Zoning Plan Review InD/TBI/CSS/DD and are Communities(PLC); functioning at various · Zoning Plan Review in levels within the Professional Learning Participatory Level for Communities(PLC); Academics (PLA). Review of daily schedules in Professional • Consistency in following Learning Communities rituals and routines (PLC); Consistency in using augmentative materials Consistency in the Mt. Herman Pre- Use the appropriate Teachers, Staff, Student Portfolios; presentation of IEP Objectives; curricula. and Resource Post Assessment quantitative concepts. Use appropriate Personnel Lesson Plan Review in (Rev. 2010) Florida Alternate · Choice of appropriate materials Professional Learning materials · Consistent planning for Communities(PLC); Assessment opportunities to Zoning Plan Review incorporate quantitative concepts.

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

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

Mathematics Goal #4:

2012 Current Level of Performance:

N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
No Data Submitted							

Basec	l on Amb	itious but Achiev	/able Annual	Measurable Obj	jectiv	ves (AMOs), AM	IO-2, R	Reading and Math Pe	erformance Target
Measu	urable Ob I will red	but Achievable a bjectives (AMOs) uce their achiev	. In six year	Elementary Sc N/A	hool	Mathematics G	oal#		_
	ine data 0-2011	2011-2012	2012-2013	2013-2014	4	2014-201	5	2015-2016	2016-2017
		analysis of stude		ent data, and re	efere	nce to "Guiding	g Quest	ions", identify and	define areas in need
5B. S Hispa	tudent s anic, Asia factory p	subgroups by e an, American I progress in ma Goal #5B:	thnicity (Whadian) not m		S			White students no n mathematics by 8	
2012	Current	Level of Perfo	rmance:		2	2013 Expected	d Leve	l of Performance:	
	: 91% (1 100% (:					White: 83% (8) Black: 83% (17			
		I	Problem-Sol	ving Process t	to I n	crease Studer	nt Achi	ievement	
	Antic	ipated Barrier	St	rategy	Re	Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1	students prekinde post gra 22).100 students InD/TBI, function levels w Participa Academ Consiste rituals a	9% man serves s from ergarten through duation (ages 3 % of the	- Professional Communiti Zoning Plate Professional Communiti Review of in Profession Communiti	Calendar d Concrete n Review in al Learning es(PLC); n Review in al Learning es(PLC); daily schedules onal Learning	and Pers	chers, Staff, Resource onnel	IEP OI Lesson Profes Comm	nt Portfolios; bjectives; n Plan Review in ssional Learning nunities(PLC); g Plan Review	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
2	augmen Consiste presenta quantita	tative materials. ency in the ation of ative concepts. of appropriate	Use the apcurricula. Use appropropropropropropropropropropropropro	priate materials	and	chers, Staff, Resource onnel	IEP OI Lessor Profes Comm	nt Portfolios; bjectives; n Plan Review in ssional Learning nunities(PLC); g Plan Review	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment

		concepts.				
	on the analysis of sprovement for the following	student achievement data, and Ilowing subgroup:	l refer	rence to "Gu	uiding Questions", identify	and define areas in need
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:			N/A			
2012	Current Level of P	erformance:		2013 Exp	ected Level of Performa	nce:
N/A			N/A			
		Problem-Solving Proces	s to I	ncrease St	udent Achievement	
Antic	ipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No	Data	Submitted		
	on the analysis of sprovement for the following	student achievement data, and Ilowing subgroup:	l refer	ence to "Gu	uiding Questions", identify	and define areas in need
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:			Reduce the percent of SWD not making satisfactory progress in mathematics by 8%			
2012	Current Level of P	erformance:		2013 Expected Level of Performance:		

Designation Coluitor	D		C+l+	Λ ala ! a a aa a a a
Problem-Solving	Process to	Increase	Student	Achievement

83% (25)

91% (30)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Consistency in following rituals and routines Consistency in using augmentative materials.	 Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
	Consistency in the presentation of quantitative concepts.	 Use the appropriate curricula. Use appropriate	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in	Mt. Herman Pre- Post Assessment (Rev. 2010)

2	Choice of appropriate materials.	materials • Consistent planning for	3	Florida Alternate Assessment
		opportunities to incorporate quantitative concepts.	Zoning Plan Review	

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. Reduce the percent of economically disadvantaged students not making satisfactory progress in mathematics by 17% Mathematics Goal E: 2012 Current Level of Performance: 2013 Expected Level of Performance: 100% (17) 83% (14) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mt. Herman serves • Training on Visual Teachers, Staff, Student Portfolios; Mt. Herman Prestudents from Schedules, Calendar and Resource IEP Objectives: Post Assessment prekindergarten through Boxes, and Concrete Personnel Lesson Plan Review in (Rev. 2010) post graduation (ages 3-Symbols. Professional Learning Florida Alternate 22).100% of the · Lesson Plan Review in Communities(PLC); Assessment students are Professional Learning Zoning Plan Review InD/TBI/CSS/DD and are Communities(PLC); · Zoning Plan Review in functioning at various Professional Learning levels within the Participatory Level for Communities(PLC); Academics (PLA). · Review of daily schedules in Professional Consistency in following Learning Communities rituals and routines (PLC); Consistency in using augmentative materials. Student Portfolios; Mt. Herman Pre- Consistency in the Use the appropriate Teachers, Staff, presentation of curricula. and Resource IEP Objectives; Post Assessment Lesson Plan Review in (Rev. 2010) quantitative concepts. Use appropriate Personnel · Choice of appropriate materials Professional Learning Florida Alternate 2 materials. · Consistent planning for Communities(PLC); Assessment Zoning Plan Review opportunities to incorporate quantitative

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)).

concepts.

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.

NOT APPLICABLE
Mt. Herman Exceptional Student Center students are Students With Disabilities who do not take the FCAT 2.0

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: NO DATA No students performed at this level. 1b. Florida Alternate Assessment: Mt. Herman Exceptional Student Center is a center school Students scoring at Levels 4, 5, and 6 in mathematics. serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-Mathematics Goal #1b: 22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring 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: 2a. FCAT 2.0: Students scoring at or above Achievement NOT APPLICABLE Level 4 in mathematics. Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0 Mathematics Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Responsible **Evaluation Tool** Anticipated Barrier Strategy Effectiveness of Strategy Monitoring 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:						
Students scoring at or above Achievement Level 7 in			NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).			
2012 Current Level of F	Performance:		2013 Exp	2013 Expected Level of Performance:		
N/A			N/A			
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3a. FCAT 2.0: Percentage of students making learning NOT APPLICABLE gains in mathematics. Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0 Mathematics Goal #3a: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Follow rituals and routines in the school setting (i.e. continuation or cessation of activity). Use quantitative concepts, in daily routines. (i.e. more, less, big, small						
2012 Current Level of Performance:	2013 Expected Level of Performance:						

6% (2/31) of students made learning gains in math

Increase the number of students who make learning gains by at least 1 student.

Problem-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	22).100% of the students are	Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); Review of daily schedules in Professional Learning Communities (PLC);	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
2	Consistency in the presentation of quantitative concepts. Choice of appropriate materials.	 Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% NOT APPLICABLE making learning gains in mathematics. Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0 Mathematics Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Responsible **Evaluation Tool** Strategy Effectiveness of Strategy Monitoring No Data Submitted

Based on Ambitious but Achievable Annual I	Vleas	surable Objectives (AMOs), AMO-2, Reading and Math Performance Targe	t
	Mido	lle School Mathematics Goal #	
5A. Ambitious but Achievable Annual			-
Measurable Objectives (AMOs). In six year			
school will reduce their achievement gap			
by 50%.	5A ·		v

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:								

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.

Reduce the percent of White students not making satisfactory progress in mathematics by 8% and Black by

17%.

Mathematics Goal #5B:

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

White: 91% (11) Black: 100% (17)

White: 83% (9) Black: 83% (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	post graduation (ages 3- 22).100% of the students are	Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); Communities (PLC);	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
2	 Consistency in the presentation of quantitative concepts. Choice of appropriate materials. 	 Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

N/A

Mathematics Goal #5C:

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

N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:								
5D. S	provement for the following tudents with Disabilities factory progress in math	(SWD) not making	Reduce the per	cent of SWD not making s	atisfactory progress			
Math	ematics Goal #5D:		in mathematics	by 8%				
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:				
91%((31)		83% (26)					
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Consistency in following rituals and routines Consistency in using augmentative materials.	Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC) Communities (PLC);	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review.	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment			
2	Consistency in the presentation of quantitative concepts. Choice of appropriate materials.	 Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment			

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal E:

Reduce the percent of economically disadvantaged students not making satisfactory progress in mathematics by 17%

2012 Current Level of Performance:

2013 Expected Level of Performance:

100%	(20)		83% (17)		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Consistency in following rituals and routines Consistency in using augmentative materials.	Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC);	Teachers, Staff, and Resource Personnel	IEP Objectives; Lesson Plan Review in	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
2	 Consistency in the presentation of quantitative concepts. Choice of appropriate materials. 	 Use the appropriate curricula. Use appropriate materials Consistent planning for opportunities to incorporate quantitative concepts. 	Teachers, Staff, and Resource Personnel	Lesson Plan Review in	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

 $^*\ \textit{When using percentages, include the number of students the percentage represents next to the percentage (e.g., \ 70\% \ (35)).}$

Based on the analysis of in need of improvement	f student achievement data, for the following group:	and r	eference to	g "Guiding Questions",	identify and define areas	
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:			NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at variou levels within the Participatory Level for Academics (PLA).			
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
N/A			N/A			
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	t	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:			NO DATA No students performed at this level. Mt. Herman Exceptional Student Center is a center school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).		
2012 Current Level of	Performance:		2013 Ехр	ected Level of Perform	nance:
N/A			N/A		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3: 2012 Current Level of Performance: 20% (3/15) of students made learning gains in math Problem-Solving Process to Increase the number of students who make learning gains by at least 1 student. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Mt. Herman serves students from prekindergarten through post graduation (ages 3-22), 100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). 1. Consistency in following rituals and routines Follow rituals and routines in the school setting (i.e. continuation or cessation of activity). Use quantitative concepts, in daily routines. (i.e. more, less, big, small 2013 Expected Level of Performance: Increase the number of students who make learning agains by at least 1 student. Person or Position Responsible for Monitoring Florida Alternate Post Assessment Teachers, Staff, and Resource Personnel Professional Learning Communities(PLC); 2 Zoning Plan Review. Professional Learning Communities(PLC); Professional Learning Communities(PLC); Professional Learning Communities(PLC);		d on the analysis of stude ed of improvement for the		nd reference to "Gu	uiding Questions", identii	y and define areas
Less, big, small				continuation o	r cessation of activity).	
20% (3/15) of students made learning gains in math Problem-Solving Process to Increase Student Achievement Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Pconsistency in following rituals and Communities(PLC); Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Frachers, Staff, and Resource Personnel Frofessional Learning Communities(PLC); 2 Zoning Plan Review. Alticipated Barrier Strategy Frachers, Staff, and Resource Personnel Frofessional Learning Communities(PLC); 2 Zoning Plan Review. Frachers, Staff, Student Portfolios; Post Assessment (Rev. 2010) Florida Alternate Assessment Assessment	Math	ematics Goal #3:				tines. (i.e. more,
by at least 1 student. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy Student Portfolios; IEP Objectives; IEP Objective	2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performanc	e:
Anticipated Barrier Strategy Mt. Herman serves students from post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Anticipated Barrier Strategy Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Teachers, Staff, and Resource Personnel Person or Position Responsible for Monitoring Strategy Mt. Herman Pre-Post Assessment (Rev. 2010) Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities(PLC);	20%	(3/15) of students made	learning gains in math			make learning gains
Anticipated Barrier Strategy Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Anticipated Barrier Strategy Position Responsible for Monitoring Participatory Level for Academics (PLA). Strategy Participatory Level for Academics (PLA). Position Responsible for Monitoring Participatory Strategy Participatory Level for Academics (PLA). Position Responsible for Monitoring Participatory Strategy Participatory Level for Academics (PLA). Responsible for Monitoring Pachers, Staff, and Resource Personnel Personnel Personnel Professional Learning Communities (PLC); Zoning Plan Review. Strategy Mt. Herman Pre-Post Assessment (Rev. 2010) Florida Alternate Assessment Assessment Assessment Communities (PLC); Review of daily schedules in Professional Learning Communities (PLC); Review of daily schedules in Professional Learning Communities (PLC);		Prol	blem-Solving Process t	to Increase Stude	ent Achievement	
students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). **Consistency in following rituals and **Concrete students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Professional Learning Communities(PLC); **Evolution in Professional Learning Communities(PLC); **Evoluti		Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool
Consistency in using	1	students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Consistency in following rituals and routines	Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning	and Resource Personnel	IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC);	Post Assessment (Rev. 2010) Florida Alternate

2	presentation of quantitative concepts. • Choice of appropriate materials.	curricula. • Use appropriate	and Resource Personnel	IEP Objectives; Lesson Plan Review in Professional Learning	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment
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High School Mathematics AMO Goals

Based	d on Amb	itious but Achieva	able Annual	Measurable Ob	jectiv	res (AMOs), AM	IO-2, I	Reading and Math P	erformance Target
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Mathematics C	Goal #	'			<u>A</u>	
	line data 0-2011	2011-2012	2012-2013	2013-201	4	2014-2015		2015-2016	2016-2017
		analysis of studer			efere	nce to "Guiding	J Ques	tions", identify and	define areas in need
5B. S Hispa satis	itudent s anic, Asi factory p	subgroups by ether an, American Incorporate in mathematics and the Goal #5B:	nnicity (Wh	nite, Black,	S			f White students no in mathematics by 8	
2012	2012 Current Level of Performance:			2	2013 Expected	d Leve	el of Performance:		
	e: 91% (7 : 100% (White: 83% (6) Black: 83% (6)			
		Pi	roblem-Sol	Iving Process	to I n	crease Studer	nt Ach	ilevement	
	Antic	ipated Barrier	St	rategy	Re	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students prekinde post gra 22).100 students InD/TBI function levels w Participa Academ Consist rituals a	ergarten through aduation (ages 3- % of the	Symbols. • Lesson P Professiona Communiti • Zoning P Professiona Communiti • Review of schedules	Calendar d Concrete lan Review in al Learning es(PLC); lan Review in al Learning es(PLC); of daily in Professional	and	chers, Staff, Resource onnel	IEP C Lesso Profe Comr	ent Portfolios; Objectives; on Plan Review in ssional Learning nunities(PLC); og Plan Review	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.								
Mathe	ematics Goal #5C:							
2012	Current Level of Perfo	rmance:		2013 Expected Level of Performance:				
		Problem-Solving Process	to I	ncrease St	uder	nt Achievement		
Anticipated Barrier Strategy Posi Resp			Posit Resp for	on or ion onsible toring	Dete Effe	cess Used to ermine ctiveness of itegy	Eval	uation Tool
No Data				Submitted				
	on the analysis of stud rovement for the followi	ent achievement data, and ng subgroup:	refer	ence to "Gu	iding	Questions", identify	and d	lefine areas in need
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				Reduce the percent of SWD not making satisfactory progress in mathematics by 8%				
2012	Current Level of Perfo	rmance:		2013 Expected Level of Performance:				
91% (14)			83% (12)				
		Problem-Solving Process	to I	ncrease St	uder	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position esponsible Monitoring	for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Schedules, Calendar Boxes, and Concrete Symbols. • Lesson Plan Review in Professional Learning Communities(PLC); • Zoning Plan Review in Professional Learning Communities(PLC); • Review of daily schedules in Professional Learning Communities (PLC);		nd Resource IEP Objectives; Post Lesson Plan Review in Professional Learning Floric		Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment			
	 Consistency in using augmentative materials 							

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.

of improvement for the following subgroup:

Reduce the percent of economically disadvantaged students

Math	ematics Goal E:		not making sat	not making satisfactory progress in mathematics by 17%			
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:			
100% (10)			83% (8)				
Problem-Solving Process to I			to Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	post graduation (ages 3- 22).100% of the students are InD/TBI/CSS/DD and are functioning at various	 Training on Visual Schedules, Calendar Boxes, and Concrete Symbols. Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review in Professional Learning Communities(PLC); Review of daily schedules in Professional Learning Communities (PLC); 	Teachers, Staff, and Resource Personnel	Student Portfolios; IEP Objectives; Lesson Plan Review in Professional Learning Communities(PLC); Zoning Plan Review	Mt. Herman Pre- Post Assessment (Rev. 2010) Florida Alternate Assessment		

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 in need of improvement	f student achievement data, for the following group:	and r	eference to	o "Guiding Questions", io	dentify and define areas
1. Students scoring at Algebra.	Achievement Level 3 in				
Algebra Goal #1:					
2012 Current Level of Performance:			2013 Exp	ected Level of Perforn	nance:
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

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

Geometry.		Pers Posi Resp for Mon		Process Used to Determine Effectiveness of Strategy	
Geometry. Geometry Goal #1:		Process to I			
Geometry. Geometry Goal #1:	f Performance:		2013 Ex	pected Level of Perfo	ormance:
1. Students scoring a Geometry. Geometry Goal #1:					
_					
in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in					
	es, include the number of	f students the			35)). , identify and define area
					End of Algebra EOC Go
		No Data	Submitted		
Anticipated Barrier Strategy Posit for			son or lition Determine Effectiveness of Strategy		Evaluation Tool
	Problem-Solving	Process to I	ncrease S	Student Achievement	t
2012 Current Level of Performance:			2013 Exp	pected Level of Perfo	rmance:
Algebra Goal #2:					

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessional	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers and Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team

Mathematics Budget:

Evidence-based Progra	m(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 Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

Elementary and Middle School Science Goals

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science.

* 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

NOT APPLICABLE

Mt. Herman Exceptional Student Center are Students

Science Goal #1a:			With Disabilitie	With Disabilities who do not take the FCAT 2.0			
2012	Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:			
N/A			N/A	N/A			
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1							
2							
	d on the analysis of studin need of improvemen			Guiding Questions", ide	entify and define		
Stud	lorida Alternate Asses ents scoring at Levels nce Goal #1b:		Mt. Herman Ex school serving disabilities fron beyond (ages intellectually d	erformed at this level. Acceptional Student Cen students with significa in prekindergarten throu 3-22). 100% of the stu isabled (InD) and are f within the Participatory A).	nt and profound ugh grade 12 and udents are unctioning at		
2012	Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:			
N/A			N/A				
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement			
	Anticipated Barrier	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1							

1	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			Mt. Herman Ex	NOT APPLICABLE Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0		
2012 Current Level of Performance:			2013 Expecte	d Level of Performan	ce:	
N/A			N/A	N/A		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

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: NO DATA No students performed at this level. 2b. Florida Alternate Assessment: Mt. Herman Exceptional Student Center is a center Students scoring at or above Achievement Level 7 school serving students with significant and profound disabilities from prekindergarten through grade 12 and in science. beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at Science Goal #2b: various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy

Florida Alternate Assessment High School Science Goals

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:

NO DATA
No students performed at this level.
1. Florida Alternate Assessment: Students scoring
Mt. Herman Exceptional Student Center is a center

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

Science Goal #1:			school serving students with significant and profound disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA).			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A			N/A			
	Prob	lem-Solving Process	to I	ncrease Stude	nt Achievement	
Anticipated Barrier Strategy R			Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

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: NO DATA No students performed at this level. 2. Florida Alternate Assessment: Students scoring Mt. Herman Exceptional Student Center is a center school serving students with significant and profound at or above Level 7 in science. disabilities from prekindergarten through grade 12 and beyond (ages 3-22). 100% of the students are Science Goal #2: intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA). 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

Biology End-of-Course (EOC) Goals

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

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

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

	of student achievement data ement for the following grou		reference	to "Guiding Questions",	identify and define
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.					
Biology Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	mance:
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

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)	Person or Position Responsible for Monitoring

Science Budget:

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

			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 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 NOT APPLICABLE 3.0 and higher in writing. Mt. Herman Exceptional Student Center are Students With Disabilities who do not take the FCAT 2.0 Writing Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy **Evaluation Tool Anticipated Barrier** Effectiveness of Responsible for Monitoring Strategy 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: NO DATA No students performed at this level. 1b. Florida Alternate Assessment: Students scoring Mt. Herman Exceptional Student Center is a center at 4 or higher in writing. school serving students with significant and profound disabilities from prekindergarten through grade 12 and Writing Goal #1b: beyond (ages 3-22). 100% of the students are intellectually disabled (InD) and are functioning at various levels within the Participatory Level for Academics (PLA). 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					

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

PD Content /Topic and/or PLC Focus		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)		Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Using the newly acquired assistive technology effectively in daily instruction: discussion and demonstration.	PK-Post Grad	M. Take	Teachers, Resource Personnel and Paraprofessionals	9/15/12 Early Dismissal	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Using the newly acquired assistive technology effectively in daily instruction: Teacher demonstration.	PK-Post Grad	M. Cashen, M. Take, Design Team Members	Teachers, Resource Personnel	9/11-13/12 Professional Learning Communities	Classroom Walk-Throughs Student Portfolios	Design Team Professional Learning Communities Leadership Team
Analyze the components of the PLA instructional program: Common Core Standards, Access Points, Core Curricula, Lesson Planning, Assessment, Data Collection, and the effective use of paraprofessionals	PK-Post Grad	Classroom Teachers	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Early Dismissal	Walk-Throughs Student	Design Team Professional Learning Communities Leadership Team

Writing 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			

П			
			\$0.00
			Subtotal: \$0.00
Professional Developme	ent		
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 Writing Goals

Civics End-of-Cours	se (EOC) Goals				
* When using percentages,	, include the number of student	ts the	percentage	represents (e.g., 70% (35	5)).
Based on the analysis of in need of improvement	f student achievement data, for the following group:	and r	reference to	o "Guiding Questions", i	dentify and define areas
1. Students scoring at	Achievement Level 3 in C	ivics.			
Civics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
Based on the analysis of in need of improvement	f student achievement data, for the following group:	and r	eference to	o "Guiding Questions", i	dentify and define areas
2. Students scoring at 4 and 5 in Civics.	or above Achievement Le	evels			
Civics Goal #2:					
2012 Current Level of	Performance:		2013 Ехр	ected Level of Perfor	mance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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 Progra	m(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 Developme	ent		
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-Cource (EOC) Goals

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.

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

History.					
U.S. History Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solvin	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy				
	No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Responsible Anticipated Barrier Evaluation Tool Effectiveness of Strategy Monitoring 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
		Ν	lo Data Submitted	d		

Evidence-based Progra	am(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 Developm	nent		
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)).

ı	d on the analysis of atte provement:	ndance data, and referer	nce to "Guiding Que	estions", identify and de	efine areas in need	
Attendance Attendance Goal #1:			Maintain atten	Maintain attendance rate.		
2012	Current Attendance R	ate:	2013 Expecte	ed Attendance Rate:		
	otal Student Count dance Rate – 91.3%		Maintain curre	nt rate		
2012 Current Number of Students with Excessive Absences (10 or more)				2013 Expected Number of Students with Excessive Absences (10 or more)		
51% (73) students absent 10 or more days			Maintain curre	Maintain current rate		
	Current Number of St	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
5% (7) students with excessive Tardies			5% students w	5% students with excessive Tardies		
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	100% of the students	Analyze 11-12 student	Principal	Daily Attendance	1.1.	

	functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from	absentee data to determine the reason for excessive absences for students.	Attendance Clerk Teachers		Attendance Records and Reports
1	prekindergarten through grade 12 (ages 3-22). Many of the Mt. Herman students have chronic health problems, endure many surgeries, and suffer from life threatening illnesses				
2	Many of the Mt. Herman students have chronic health problems, endure many surgeries, and suffer from life threatening illnesses	Organize data to show whether the excessive absences are continuous days in a row, or whether they are days taken throughout the school year.	Principal Attendance Clerk	Daily Attendance	Attendance Records and Reports
3					

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring

Attendance Budget:

Evidence-based Progra	am(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 Developm	nent		
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

\$0.00	No Data	No Data	No Data
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 of improvement:	e to "Guiding Questions", identify and define areas in need				
1. Suspension					
Suspension Goal #1:	NA				
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				
NA	NA				
2012 Total Number of Students Suspended Out-of- School	2013 Expected Number of Students Suspended Out- of-School				
NA	NA				
Problem-Solving Process to	Increase Student Achievement				
Anticipated Barrier Strategy Res for	Process Used to Determine Effectiveness of Strategy Process Used to Determine Evaluation Tool				
<u>'</u>	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
		Ν	No Data Submitted	d		

Suspension Budget:

Evidence-based Progra	arrigo, materiar (e)		
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 Developm	nent		
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: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	100% of the students who graduate from Mt. Herman receive a Special Diploma.			
2012 Current Dropout Rate:	2013 Expected Dropout Rate:			
1.9%	0%			
2012 Current Graduation Rate:	2013 Expected Graduation Rate:			
0% with a Standard Diploma; 100% with a Special	0% with a Standard Diploma; 100% with a Special			

Dipl	oma		Diploma				
	Problem-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	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22).	Conduct an analysis of the data to determine why a small number of our students leave school and do not enroll in another educational program.	Principal CRT operator Student Services Coordinator	Analysis of data	Dropout Rate		
2	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22).	Counsel families to enroll students in appropriate educational programs.	Student Services Coordinator	Dropout Rate	Dropout Rate		

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	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring

Dropout Prevention Budget:

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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

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

End of Dropout Prevention Goal(s)

Grand Total: \$0.00

Parent Involvement Goal(s)

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

	d on the analysis of pareled of improvement:	nt involvement data, and	d refe	erence to "Guid	ding Questions", identify	and define areas
	rent Involvement		\neg			
Pare	nt Involvement Goal #1	1:		Increase naren	it awareness of communi	ty and agency
*Plea	*Please refer to the percentage of parents who				nsition of their child in to	
participated in school activities, duplicated or unduplicated.			I	Increase paren	t participation in school	related activities.
2012	Current Level of Parer	nt Involvement:	2	2013 Expecte	d Level of Parent Invol	vement:
	ne 2011-2012 school yea hours	r, 66 people volunteered	l for I	Record of the r	umber of volunteer hours number of parents and far a school related activities	mily members
	Prol	olem-Solving Process t	toIn	ncrease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	100% of the students are intellectually disabled (InD) and are functioning at the Participatory Level for Academics (PLA). Mt. Herman serves students from prekindergarten through grade 12 (ages 3-22). Because of the unique demands and needs of their children, parents of our special needs students have the need for specialized information and training, but there is limited time with which to provide the information and training.		Cou	ool Advisory incil; ign Team	Written documentation of correspondence Number of times staff responds to a parent's request for information Number of times staff provides information to parents because a need is identified.	Notes and logs Monthly Newsletter School Website Parent Input Surveys
2	· ·	Provide parents with	Sch			Number of
	from school event/activities, both at school and in the community.	sufficient prior notice of school related activities.	and	Staff ool Advisory	of correspondence Compile data	Volunteer Hours
		Provide a parent interest survey			Target requests for help to parents based	

3	regarding ways to increase the level of parental involvement in school related activities.	on the data	
	Reach out to parents for help with specific school related activities.		

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
Volunteer Coordinator Training	Pre-Post Grad	Community Involvement Office	R. Brymer	8/16/2012		Volunteer Coordinator

Parent Involvement Budget:

Evidence-based Progra	am(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 Developm	nent		
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 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 a	areas in need of improvement:
1. STEM	

STEM Goal #1:					
	Problem-Solving Proces	s to Increase S	tudent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

STEM Budget:

Evidence-based Progra	am(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 Developm	nent		
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)

Based on the analysis of school data, identify and define areas in need of improvement:							
1. CTE	1. CTE						
CTE Goal #1:	CTE Goal #1:						
	Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool							
No Data Submitted							

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
		Ν	lo Data Submitte	d		

CTE Budget:

Evidence-based Progra	arri(3)/ Material(3)		
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 Developm	nent		
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

	I

Additional Goal(s)

Safety Goal required by district. Goal:

	d on the analysis of stude		nd reference to "G	uiding Questions", ident	ify and define areas
in ne	ed of improvement for the	e following group:	D		Andrea - reliant
I1 Cafaty Coal required by district Coal				number of incidents of s dent aggression or beha	
Safe ⁻	ty Goal required by dist	rict. Goal #1:	Decrease the s	staff accidents/injuries.	
2012	? Current level:		2013 Expecte	ed level:	
numk beha the li beha addit	-2012 accident reports shoer of accidents caused by vior of another student; akely cause to be new student or in a large class of veitonal paraprofessional waroom.	y the aggressive studen analysis of the data show dents with aggressive ary active students. An			
involv injuri	-2012 staff accident reporting 21 employees were result of backs a results of being bitten	reported. Four of these strain; 8 of these reports	s	ent Achievement	
		<u> </u>			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mt. Herman serves students from prekindergarten through post graduation (ages 3-22).100% of the students are InD/TBI/CSS/DD and are functioning at various levels within the Participatory Level for Academics (PLA). Some students may exhibit atypical behaviors and/or aggressive behaviors as	accident: 1) Accident as a result of another student's aggression/behavior, 2) Accident as a result of student's own behavior, 3) Accident as a result of other unsafe act. Analyze data with the Safety Committee &		Analysis of data concerning student accidents.	Student Accident Reports

Safety Committee Analysis of data

concerning staff

accidents.

Staff Accident

Reports

reduce the incidents as

student's aggression/

Analyze data with the

Safety Committee &

injury to staff.

develop strategies to

reduce the incidents of

a result of another

behavior

a means of

2

communication.

Knowledge of proper

Knowledge of behavior

lifting techniques.

management

techniques.

(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	(3 ,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Seclusion and Restraint Incident Reporting, Monitoring and Analysis Procedures	PK-Post Grad	R. Brymer	Teachers, Resource Personnel and Paraprofessionals	9/19/12 Staff Meeting		Richard Brymer Mark Cashen Teachers

Budget:

Evidence-based Progra	am(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 Developm	ent		
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 Safety Goal required by district. Goal(s)

FINAL BUDGET

Evidence-based Prograr	n(s)/Material(s)	Description of		
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.0
Гесhnology		Description of		
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.0
Professional Developme		Description of		
Goal	Strategy	Resources	Funding Source	Available Amoun
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
Safety Goal required by district.				\$0.00
				Subtotal: \$0.0
Other		Description of		
Goal	Strategy	Resources	Funding Source	Available Amoun
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.0
Safety Goal required by district.				\$0.00
				Subtotal: \$0.0
				Grand Total: \$0.0

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	j ∩ NA
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Are you a reward school: In Yes in No

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

No Attachment (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials	\$2,700.00

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

Assist in the preparation and evaluation of the School Improvement Plan. Review the budget to be sure it is aligned with the School Improvement Plan.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found