FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NEVA KING COOPER EDUCATIONAL CENTER

District Name: Dade

Principal: Dr. Tracy E. Roos

SAC Chair: Margaret Getchell

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/26/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Tracy E. Roos	Elementary Ed. (Grades 1-6) Educational Leadership (All Levels) Exceptional Student Education Ed.D. Organizational Leadership and Instructional Leadership		10	'12 11 '10 '09 '08 School Grade N/G N/G N/G N/G N/G N/G High Standards Rdg. N/A N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Rdh N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A Note: As a Specialized Center school for EBD students, the school is not graded.
Assis Principal	Mr. Adrian M. Sanchez	Exceptional Student Education (All Levels), Middle Grades Mathematics, Specialist Degree in Education with Major in Educational Leadership (All			'12 '11 '10 '09 '08 School Grade pending A A B B High Standards Rdg. 52 48 48 49 44 High Standards Math 57 77 80 75 72 Lrng Gains-Rdg. 68 58 56 59 56 Lrng Gains-Math 56 74 80 77 78 Gains-Rdg-25% 72 58 54 56 55 Gains-Math-25% 49 65 69 71 75

Levels)

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)/ # of Years as Years at Current School Coach		an Instructional	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)		
Reading	Francisco Lozada	Masters in Special Education. Certified in Varying Exceptionalities, and Mentally Handicapped.	13	6	'12 '11 '10 '09 '08 School Grade N/G N/G N/G N/G N/G N/G AYP No No No No High Standards Rdg. N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A Note: As a Specialized Center school for Profound InD students, the school is not graded.		

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	The state of the s	Assistant Principal	August 2012- June 2013	
2	2. Partnering teachers new to Neva King Cooper with veteran teachers.	Assistant Principal	August 2012 to June 2013	
3	3. Work cooperatively with local universities.	Administration	August 2012 to June 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
N/A	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers		% ESOL Endorsed Teachers
21	4.8%(1)	0.0%(0)	33.3%(7)	61.9%(13)	42.9%(9)	42.9%(9)	0.0%(0)	9.5%(2)	14.3%(3)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Holly Sachs	Javier Lopez	Common Grade Level Planning	Professional Development on Best Practices Professional Development on Unique Learning Systems Curriculum Professional Development on Gradebook Professional Development on ACCESS Points Monthly collaboration activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Extended School Year Services are provided during the summer based on the students' Individual Educational Plans. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students through Transition Specialists. District staff develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. They also participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program.

Title II

The District uses supplemental funds for improving basic education as follows:

- •Training to certify qualified mentors for the New Teacher (MINT) Program
- •Training for add on endorsement programs, such as Reaching, Gifted, ESOL
- •Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

N/A

Title X- Homeless

The Social Worker at Neva King Cooper Educational Center works in conjunction with the District to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocations.

N/A

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the district wellness policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition process are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

Due to the severe intellectual disabilities of students enrolled at Neva King Cooper Educational Center, Career and Technical Educational would not be appropriate. Instead, a focus on transitional services enables Neva King Cooper's students to be prepared for Adult Day Service Providers.

Job Training

N/A

Other

Health Connect in Our Schools (HCiOS) offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention".

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?

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention".

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?

- 1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- 2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- 3. The Leadership Team will provide levels of support and interventions to students based on data.

-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.

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- · Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development

Create student growth trajectories in order to identify and develop interventions

Describe the plan to train staff on MTSS.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention". As a result, staff is already trained in areas of intervention based on student data.

Describe the plan to support MTSS.

This area is not applicable because 100% of the student population has Individual Educational Plans and therefore, all students are labeled Exceptional Student Education. Consequently, Neva King Cooper Educational Center, as a whole, is considered the "Intervention". As a result, staff is already trained in areas of intervention based on student data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Dr. Tracy E. Roos; Assistant Principal: Mr. Adrian Sanchez; Program Specialist: Ms. Ondina Rodriguez; EESAC Chairperson: Ms. Margaret Getchell; Reading Coach: Frank Lozada.

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

The team meets once a month to discuss programmatic concerns, suggestions, and strategies as related to the communication needs of the students.

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

The major initiative of the LLT this year will be to focus on increasing the achievement as pertaining to the communication needs of the students.

Public School Choice

Supplemental Educational Services (SES) Notification View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

An Individual Education Plan meeting is held for each Pre-Kindergarten student who is in the Intellectually Disabled program who will transition from Pre-K to Kindergarten. At the meeting the transition to Kindergarten is planned. The meeting participants include the parents, the Pre-Kindergarten teacher, the Kindergarten teacher, support staff as appropriate (physical therapist, occupational therapist), the ESE Department Chair, and an administrator. It is facilitated by a region Staffing Specialist.

*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.

As part of the teachers' Professional Development strategies, training is provided on the Unique Learning System Curriculum,

Individual Educational Plans, Communication Devices and Communication Objectives. The students' Individual Educational Plans will serve as a guideline to measure individual goals and the Unique Learning System curriculum will measure growth and serve as the school's Reading Objectives. The Individual Educational Plans and the classrooms are monitored by the Principal, Assistant Principal and Department Chairpersons.

*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?

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

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

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

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>

All students attending Neva King Cooper Educational Center are Profoundly Intellectually Disabled. Therefore, this section would not be applicable.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

	on the analysis of student provement for the following	t achievement data, and re group:	ference to "Guiding	Questions", identify and	define areas in need	
				e the FAA and please ref responses	er to those sections	
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process to	o Increase Studen	t 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: The students have difficulty with listening carefully and 1b. Florida Alternate Assessment: understanding directions for performing tasks. Students scoring at Levels 4, 5, and 6 in reading. In the 2012 administration of the FAA, 0% of students Reading Goal #1b: scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6. 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) 5% (3) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Anticipated Barrier **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Due to the students' Students need to engage Principal, Assistant Collect data from the IEP Annual Reading several times in the same Principal, Reading Unique Learning System disabilities, a variety of Goals. Informal communication methods reading selection to Coach, Literacy Curriculum and IEP Assessment from are needed for students insure familiarity. Leadership Team Reading Goals. We will be the Unique to access their education using the Florida Learning System and access points. Students should be given Continuous Improvement Curriculum. Results the opportunity to make Model. from the Florida choices using concrete Alternate Monitor and review the Assessment year objects, real pictures and data that is collected 2012-2013. symbols paired with words. from the IEP Reading Goals. We will be using Students will respond to the Florida Continuous

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

eye poin tech	stions or tasks by, gaze, vocalizations, iting and assistive inology.	Improvement Model. This will be done on a quarterly basis.	
cont repe learr	dents must have tinuous etition/practice when ning reading cepts.		
prov choi the I	students must be vided with visual ces as presented in Florida Alternate essment (FAA).		
use Tech the	dents will be able to Smart Board hnology to access content related to ling objectives.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. All students take the FAA and please refer to those sections for appropriate responses. Reading 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 Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and	define areas in need		
			introduced and	The students have difficulty using new vocabulary that is introduced and taught directly.			
	ing Goal #2b:		scored at or abo	ministration of the FAA, 09 ove level 7. On the 2013 ore at or above level 7.			
2012	Current Level of Perform	nance:	2013 Expected	2013 Expected Level of Performance:			
0% (0)			3% (2)	3% (2)			
Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Due to the students'	Students need to engage	Principal, Assistant	Collect data from the	IEP Annual Reading		

Students will be able to use Smart Board Technology to access the content related to	1	disabilities, a variety of communication methods are needed for students to access their education and access points.	Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology. Students must have continuous repetition/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access	Coach, Literacy Leadership Team	Curriculum and IEP Reading Goals. We will be using the Florida	Goals. Informal Assessment from the Unique Learning System Curriculum. Results from the Florida Alternate Assessment year 2012-2013.
--	---	---	---	------------------------------------	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3a. FCAT 2.0: Percentage of students making learning gains in reading. All students take the FAA and please refer to those sections for appropriate responses. Reading 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 **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

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

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading.

Reading Goal #3b:

The students have difficulty with identifying pictures and symbols that provide information.

In the 2012 administration of the FAA, 9% of students made learning gains in reading. On the 2013 FAA, at least 19% of students will make learning gains in reading.

2012 Current Level of Performance:

2013 Expected Level of Performance:

choices as presented in the Florida Alternate Assessment (FAA).

Students will be able to use Smart Board Technology to access the content related to reading objectives.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. All students take the FAA and please refer to those sections for appropriate responses Reading 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 Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

Measurable	ous but Achievable Objectives (AMO reduce their achie	s). In six year		ents	take the FAA appropriate		please refer to	those
Baseline da 2010-201	2011 2011	2012-2013	2013-2014	1	2014-2015	5	2015-2016	2016-2017
	8	17	25		33		42	
	ne analysis of students			eferer	nce to "Guiding	Ques	tions", identify and	define areas in need
Hispanic, A	nt subgroups by Asian, American ry progress in re oal #5B:	Indian) not m			II students take or appropriate r		FAA and please refenses.	er to those sections
2012 Curr	ent Level of Perf	ormance:		2	013 Expected	Leve	el of Performance:	
N/A				N	/A			
White: Black: Hispanic: Asian: American Ir	ndian:			B H A	/hite: lack: lispanic: sian: merican Indian:	:		
		Problem-Sol	ving Process t	o I no	crease Studen	t Ach	nievement	
Ar	nticipated Barrie	r St	rategy	Res	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1								
	ne analysis of student for the follow			eferer	nce to "Guiding	Ques	tions", identify and	define areas in need
5C. English	n Language Lear ry progress in re	ners (ELL) no			II students tako or appropriate r		FAA and please refenses.	er to those sections
2012 Curr	ent Level of Perf	ormance:		2	013 Expected	Leve	el of Performance:	
N/A				N	/A			
		Problem-Sol	ving Process t	o I no	crease Studen	t Ach	nievement	
Ar	nticipated Barrie	r St	rategy	Res	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1								
	ne analysis of students		ent data, and re	eferer	nce to "Guiding	Ques	stions", identify and	define areas in need

All students take the FAA and please refer to those sections

5D. Students with Disabilities (SWD) not making

satisfactory progress in reading.

Readi	ng Goal #5D:		for appropriate	for appropriate responses.		
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-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						

1	on the analysis of student provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
			All students tak	All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process t	o Increase Studer	t Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

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		PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow- up/Monitoring	Person or Position Responsible for
		Leadei	school-wide)	meetings)	up/ Worlitoring	Monitoring
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System	AII	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post- test	Department Chairs, Assistant Principal and Principal

Curriculum,			
and			
Individual			
Educational			
Plan			
development.			

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication methods based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
			Subtotal: \$150.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. 1. Students scoring proficient in listening/speaking. All students take the FAA and please refer to those sections for appropriate responses. CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Effectiveness of Responsible for Monitoring Strategy

Stude	Students read in English at grade level text in a manner similar to non-ELL students.					
			All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Percent of Students Proficient in reading:						
N/A	N/A					
	Prok	olem-Solving Process	s to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

3. Stu	udents scoring proficier	nt in writing.				
			All students take the FAA and please refer to those sections for appropriate responses.			
2012	Current Percent of Stu	dents Proficient in w	vriting:			
N/A						
	Prok	olem-Solving Proces	ss to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	•	-	Subtotal: \$0.00

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
		N- D-t-	
No Data	No Data	No Data	\$0.00
No Data	No Data	No Data	\$0.00 Subtotal: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. All students take the FAA and please refer to those sections for appropriate responses. Mathematics 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 **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

	I on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in nee	
	lorida Alternate Assessm ents scoring at Levels 4,		action or objec	The students have difficulty indicating desire for more of an action or object.		
Mathematics Goal #1b:			scored at levels	In the 2012 administration of the FAA, 0% of students scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6.		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
0% (0)			5% (3)	5% (3)		
	Pr	oblem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.	

Students in secondary

programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).		
Students will be able to use Smart Board Technology to access the content related to mathematics objectives.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. All students take the FAA and please refer to those sections for appropriate responses. 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 **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The students have difficulty indicating desire for no more of an action or object. In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (0)	3% (2)			
Problem-Solving Process to I	ncrease Student Achievement			

Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Due to the students' Provide students with Principal, Assistant Collect data from the IEP Annual Math Principal, Reading disabilities, a variety of opportunities to learn Unique Learning System Goals. Coach, Literacy communication methods Curriculum and IEP Math Informal concepts using are needed for students manipulatives, visuals Leadership Team . Goals. We will be using Assessment from to access their education and assistive technology. the Florida Continuous the Unique and access points. Improvement Model. Learning System. Results from the Students must have Monitor and review the Florida Alternate continuous data that is collected Assessment year repetition/practice when from the IEP Math Goals. 2012-2013.

1	Iearning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	
	Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI).		
	Students will be able to use Smart Board Technology to access the content related to mathematics objectives.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. All students take the FAA and please refer to those sections for appropriate responses. Mathematics Goal #3a: 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 **Evaluation Tool Anticipated Barrier** Strategy Responsible for Effectiveness of Monitoring Strategy

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: The students have difficulty describing, sorting, and re-3b. Florida Alternate Assessment: sorting objects reaching a variety of attributes such as Percentage of students making Learning Gains in shape, size, and position. mathematics. In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least Mathematics Goal #3b: 14% of students will make learning gains in mathematics. 2012 Current Level of Performance: 2013 Expected Level of Performance: 4% (2) 14% (7) Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Position **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

Principal, Assistant Collect data from the

IEP Annual Math

Provide students with

Due to the students'

disabilities, a variety of communication methods are needed for students to access their education and access points.		Principal, Reading Coach, Literacy Leadership Team .	Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.
---	--	--	--	---

	on the analysis of student provement for the following	t achievement data, and re group:	eference to "Guiding	Questions", identify and	define areas in need	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:				All students take the FAA and please refer to those sections for appropriate responses.		
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process t	o Increase Studer	t Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	1					

Based on Amb	oitious but Achi	evable Annual	Measurable Objectiv	es (AMOs), AMO-2,	Reading and Math Pe	erformance Target
			Elementary School	Mathematics Goal #		
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap				take the FAA and appropriate resp	-	those
by 50%.			5A :			V
Baseline data 2011-2012 2012-2013			2013-2014	2014-2015	2015-2016	2016-2017
	8	17	25	33	42	

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:			All students take the FAA and please refer to those sections for appropriate responses.						
2012	Current Level of P	erform	ance:		2013 Exp	ected	Level of Performa	nce:	
Black: Hispa Asian	N/A White: Black: Hispanic: Asian: American Indian:				N/A White: Black: Hispanic: Asian: American Indian:				
		Pro	bblem-Solving Proces	s to I	ncrease St	uden	t Achievement		
	Anticipated Barrier Strategy Ro			Person of Position Responsible Monitorin	e for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool	
1									
	I on the analysis of s provement for the fo		achievement data, and subgroup:	d refei	rence to "Gu	uiding	Questions", identify	and o	define areas in need
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:				All students take the FAA and please refer to those sections for appropriate responses.					
2012	Current Level of P	erform	ance:		2013 Exp	ected	Level of Performan	nce:	
N/A					N/A				
		Pro	bblem-Solving Proces	s to I	ncrease St	uden	t Achievement		
Antio	sipated Barrier	Strate	egy	Posi ⁻	Determine Effectiveness of Strategy Evaluation Tool			uation Tool	
			No	Data	Submitted				
	on the analysis of sprovement for the fo		achievement data, and subgroup:	d refei	rence to "Gu	uiding	Questions", identify	and o	define areas in need
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:			All students take the FAA and please refer to those sections for appropriate responses.			r to those sections			
2012 Current Level of Performance:			2013 Exp	ected	Level of Performan	nce:			
N/A					N/A				
		Pro	blem-Solving Proces	s to I	ncrease St	uden	t Achievement		

5B. Student subgroups by ethnicity (White, Black,

	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 subgroup: 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. All students take the FAA and please refer to those sections for appropriate responses. Mathematics Goal #5E: 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 **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. All students take the FAA and please refer to those sections for appropriate responses. Mathematics 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 Determine Position Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy

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

1b. Florida Alternate Assessment:

The students have difficulty indicating desire for more of an action or object.

Math	ematics Goal #1b:		5	scored at levels	ministration of the FAA, 09 5 4, 5, and 6. On the 2013 score at levels 4, 5, and	FAA, at least 5%	
2012	Current Level of Perforn	mance:	2	2013 Expected Level of Performance:			
0% ((0)		í	5% (3)			
	Problem-Solving Proces			crease Studer	nt Achievement		
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To	
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI). Students will be able to use Smart Board Technology to access the content related to mathematics objectives.	Princ Princ Coac Leac		Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System Results from the Florida Alternate Assessment year 2012-2013.	
	d on the analysis of studen provement for the following		efere	nce to "Guiding	g Questions", identify and	define areas in ne	
Leve	CAT 2.0: Students scoring 14 in mathematics. Dematics Goal #2a:	ng at or above Achievem	/	t All students take the FAA and please refer to those secti for appropriate responses.			
2012	Current Level of Perforn	mance:		2013 Expected Level of Performance: N/A			
N/A			1				
	Pr	oblem-Solving Process	to I n	crease Studer	nt Achievement		
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To	

	on the analysis of studen provement for the following	t achievement data, and re group:	ference to "Guiding	Questions", identify and	define areas in need	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:			All students tak	All students take the FAA and please refer to those sections for appropriate responses.		
2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process to	o Increase Studen	t Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	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:

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

The students have difficulty indicating desire for no more of an action or object.

In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.

2012 Current Level of Performance:

2013 Expected Level of Performance:

0% (0)

N/A

3% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI). Students will be able to use Smart Board Technology to access the content related to mathematics objectives.	Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:

33.4	
	All students take the FAA and please refer to those sections for appropriate responses.
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			
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in

The students have difficulty describing, sorting, and resorting objects reaching a variety of attributes such as shape, size, and position.

Mathematics Goal #3b:

mathematics.

In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least 14% of students will make learning gains in mathematics.

2012 Current Level of Performance:

2013 Expected Level of Performance:

4% (2)

14% (7)

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	are needed for students	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI). Students will be able to use Smart Board Technology to access the content related to mathematics objectives.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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:

making learning gains in mathematics. Mathematics Goal #4:					All students take the FAA and please refer to those sections for appropriate responses.				
2012 Curren	t Level of Perf	ormance:		2	2013 Expected	Leve	l of Performance:		
N/A				Ν	J/A				
		Problem-Sol	ving Process t	to Ind	crease Student	t Ach	ievement		
Antio	Anticipated Barrier Strategy			Res	Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evalua			Evaluation Tool	
1									
Based on Amb	oitious but Achie	evable Annual	Measurable Obj	jectiv	es (AMOs), AMC)-2, R	Reading and Math Po	erformance Target	
Measurable Ol	but Achievable ojectives (AMO: luce their achie	s). In six year	1 1	ents			please refer to nses.	those	
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	4	2014-2015		2015-2016	2016-2017	
	8	17	25		33		42		
of improvements 5B. Students Hispanic, Asi	nt for the follow subgroups by an, American progress in m	ving subgroup: ethnicity (Wh Indian) not m	nite, Black,	Д		e the	FAA and please refe	define areas in need	
2012 Curren	t Level of Perf	ormance:		2	2013 Expected	Leve	I of Performance:		
N/A White: Black: Hispanic: Asian: American India				V B F	I/A White: Black: Hispanic: usian: umerican Indian:		. S. F. S. FOI Mariote.		
		Problem-Sol	ving Process t	to Ind	crease Student	Ach	ievement		
Antio	cipated Barrie	r St	rategy	Res	Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool	
1									
	analysis of stud		ent data, and re	eferer	nce to "Guiding	Quest	ions", identify and	define areas in nee	

Mathematics Goal #5C:

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics.

All students take the FAA and please refer to those sections for appropriate responses.

2012 Current Level of Performance:			2	2013 Expected Level of Performance:			
N/A			N	N/A			
	Pro	oblem-Solving Process	toInc	crease Studen	t Achievement		
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1							
	on the analysis of student provement for the following		referen	nce to "Guiding	Questions", identify and o	define areas in need	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				II students take or appropriate r	e the FAA and please refe esponses.	r to those sections	
2012	Current Level of Perform	nance:	2	013 Expected	Level of Performance:		
N/A				N/A			
	Pro	oblem-Solving Process	toInc	crease Studen	t Achievement		
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1							
			•				
	on the analysis of student provement for the following		referen	nce to "Guiding	Questions", identify and o	define areas in need	
satisf	conomically Disadvantag actory progress in math		A	All students take the FAA and please refer to those sections for appropriate responses.			
2012	Current Level of Perform	nance:	2	2013 Expected Level of Performance:			
N/A			N	/A			
	Pro	oblem-Solving Process	toInc	crease Studen	t Achievement		
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1							

Florida Alternate Assessment High School Mathematics 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: The students have difficulty indicating desire for more of 1. Florida Alternate Assessment: Students scoring at an action or object. Levels 4, 5, and 6 in mathematics. In the 2012 administration of the FAA, 0% of students Mathematics Goal #1: scored at levels 4, 5, and 6. On the 2013 FAA, at least 5% of students will score at levels 4, 5, and 6. 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) 5% (3) 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 Due to the students' Provide students with Principal, Collect data from the IEP Annual Math disabilities, a variety of opportunities to learn Assistant Unique Learning System Goals. Principal, Reading communication methods concepts using Curriculum and IEP Informal are needed for students manipulatives, visuals Assessment from Coach, Literacy Math Goals. We will be to access their and assistive Leadership Team using the Florida the Unique education and access technology. Continuous Learning System. Improvement Model. points. Results from the Students must have Florida Alternate continuous Monitor and review the Assessment year data that is collected repetition/practice 2012-2013. when learning math from the IEP Math concepts. Goals. We will be using the Florida Continuous The students must be Improvement Model. provided with visual choices as presented in This will be done on a the Florida Alternate quarterly basis. Assessment (FAA). Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI). Students will be able to use Smart Board Technology to access the content related to mathematics

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.	The students have difficulty indicating desire for no more of an action or object.						
Mathematics Goal #2.	In the 2012 administration of the FAA, 0% of students scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7.						

objectives.

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

2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
0% (0% (0)					
	Pro	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	concepts using	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	Math Goals. We will be	IEP Annual Math Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.	

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:						
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:			nts sorting objects shape, size, an In the 2012 ad made learning	In the 2012 administration of the FAA, 4% of students made learning gains in mathematics. On the 2013 FAA, at least 14% of students will make learning gains in			
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	e:		
4% (2	2)		14% (7)				
	Prol	olem-Solving Process to	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Due to the students' disabilities, a variety of		Principal, Assistant	Collect data from the Unique Learning System	IEP Annual Math Goals.		

1	communication methods are needed for students to access their education and access points.		Coach, Literacy	Curriculum and IEP Math Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Math Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.
		the content related to mathematics objectives.			

Algebra End-of-Course (EOC) Goals

	I on the analysis of studen provement for the following	t achievement data, and re g group:	eference to "Guiding	Questions", identify and	define areas in need	
Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:			All students tak	All students take the FAA and please refer to those sections for appropriate responses.		
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process t	o Increase Studer	nt 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 refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
2. Students scoring at or above Achievement Levels 4	
and 5 in Algebra.	All students take the FAA and please refer to those sections
Algebra Goal #2:	for appropriate responses.

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

└					$-\!\!-\!\!\!+$				
N/A					N	N/A			
			Problem-Sc	olving Process	to Ind	crease Studen	t Achi	evement	
	Antic	cipated Barrie	er S	trategy	Res	Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1									
Based	l on Aml	oitious but Achi	ievable Annua	I Measurable Ot	 ojectiv	es (AMOs), AM	O-2, R	eading and Math F	Performance Target
Measu	urable Ol I will red	but Achievable bjectives (AMO duce their achie	s). In six year		dents	take the FAA appropriate		please refer to nses.	those
1	ine data 0-2011	2011-2012	2012-2013	2013-201	14	2014-201	5	2015-2016	2016-2017
		8	17	25		33		42	
satisf Algeb 2012 N/A White Black: Hispar Asian:	factory pra Goal Current :: :: :nic:	t Level of Perf	Igebra.		22 N V B H A	or appropriate r 2013 Expected N/A White: Black: Hispanic: Asian: American Indian:	l Level	l of Performance:	fer to those sections
			Problem-50	olving Process					T
	Antio	cipated Barrie	er S	trategy	Res	Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1									
		analysis of student for the follow			referer	nce to "Guiding	Quest	ions", identify and	define areas in need
3C. Er	nglish L	anguage Lear progress in Al	rners (ELL) no			All students take or appropriate r			fer to those sections
2012	Curren	t Level of Perf	formance:		2	2013 Expected Level of Performance:			

2013 Expected Level of Performance:

2012 Current Level of Performance:

N/A			N/A		
	Pr	oblem-Solving Process t	to Increase Studen	t 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 subgroup: 3D. Students with Disabilities (SWD) not making All students take the FAA and please refer to those sections satisfactory progress in Algebra. for appropriate responses. Algebra Goal #3D: 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 **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy

	on the analysis of student provement for the following		eference to "Guiding	Questions", identify and	define areas in need	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:				e the FAA and please referesponses.	er to those sections	
2012	Current Level of Perform	nance:	2013 Expected Level of Performance:			
N/A			N/A	N/A		
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

			nt achievement data, a following group:	and reference to "Gu	iding Questions", identif	y and define areas		
Geon	udents scor netry. netry Goal #		vement Level 3 in		All students take the FAA and please refer to those sections for appropriate responses.			
2012	Current Lev	vel of Perfor	mance:	2013 Expected	d Level of Performanc	e:		
N/A				N/A				
		Prob	lem-Solving Process	to Increase Stude	nt Achievement			
	Anticipate	ed Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1								
			nt achievement data, a following group:	and reference to "Gu	iding Questions", identif	y and define areas		
4 and	udents scor d 5 in Geomo netry Goal #	etry.	ove Achievement Lev	All students tak	All students take the FAA and please refer to those sections for appropriate responses.			
2012	Current Lev	vel of Perfor	mance:	2013 Expected	2013 Expected Level of Performance:			
N/A				N/A	N/A			
		Prob	lem-Solving Process	to Increase Stude	nt Achievement			
	Anticipate	ed Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1								
Basec Targe		us but Achieva	able Annual Measurable	e Objectives (AMOs)	, AMO-2, Reading and N	Math Performance		
			s take the FAA and	d please refer to the	lose			
l	seline data 011-2012	2012-2013	3 2013-2014	2014-2015	2015-2016	2016-2017		
		17	25	33	42			
D		unia af aturi-		and makenamen by HO	iding Questions" identif			

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

3B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.				All students take the FAA and please refer to those sections for appropriate responses.			
Geom	netry Goal #3B:						
2012	Current Level of Perform	rmance:	2013 Expected	d Level of Performanc	e:		
N/A			N/A				
White: Black: Hispanic: Asian: American Indian:			White: Black: Hispanic: Asian: American Indiar	Black: Hispanic:			
	Prok	olem-Solving Process t	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1							
			'				
	on the analysis of studeed of improvement for the		nd reference to "Gu	iding Questions", identif	y and define areas		
	nglish Language Learn factory progress in Geo	` ,		All students take the FAA and please refer to those sections for appropriate responses.			
Geometry Goal #3C:							
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:			
N/A			N/A				

IN/ A			IV/A		
	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 subgroup:						
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:			All students take the FAA and please refer to those sections for appropriate responses.			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
N/A				N/A		
Problem-Solving Process to Increase Stude					nt Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for	Process Used to Determine Effectiveness of	Evaluation Tool

	Monitoring	Strategy	
1			

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 subgroup:					
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Prok	olem-Solving Process t	o Increase Stude	nt Achievement		
		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1						

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		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
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	AII	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post-test	Department Chairs, Assistant Principal and Principal

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
			Subtotal: \$150.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

	d on the analysis of studes in need of improvement			Guiding Questions", ider	ntify and define	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			visual represe major features In the 2012 ac scored at or al	The students have difficulty observing and creating a visual representation of an object which includes its major features. In the 2012 administration of the FAA, 0% of students scored at or above level 4,5, or 6. On the 2013 FAA, at least 5% of students will score at or above level 4,5,or		
2012	2 Current Level of Perfo	ormance:	6. 2013 Expecte	ed Level of Performand	ce:	
0% (0) 5% (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	
1						
	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Access Points.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model.	the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.	

2	continuous repetition/practice when learning science concepts.	This will be done on a quarterly basis.	
	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).		
	Students will be able to use Smart Board Technology to access the content related to science objectives.		

			objects that a	nave difficulty recognizir re identical to each othe	
Science Goal #1b:			In the 2012 ac scored at or al	dministration of the FAA bove level 7. On the 20 s will score at or above	13 FAA, at least
2012 Current Level of Performance:			2013 Expecte	ed Level of Performand	ce:
0% (0)			3% (1)		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1		exploration and recognition of basic	Principal, Assistant	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	the Unique Learning System Results from the Florida Alternate Assessment year 2012-2013.
	access points.	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team.	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.	IEP Annual Goals Informal Assessment fron the Unique Learning System Results from the Florida Alternate Assessment yea

	scientific concepts.	Monitor and review the 2012-2013.
	Instruction must be	data that is collected from the IEP Goals. We
	presented in a multi-	will be using the Florida
	sensory format.	Continuous
	Students must have	Improvement Model.
2	continuous	This will be done on a
	repetition/practice	quarterly basis.
	when learning science	
	concepts.	
	The students must be	
	provided with visual	
	choices as presented in the Florida Alternat	
	Assessment (FAA).	e
	rissessiment (i viv).	
	Students will be able	
	to use Smart Board	
	Technology to access the content related to	
	science objectives.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. All students take the FAA and please refer to those sections for appropriate responses. Science 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 **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy

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: The students have difficulty recognizing two common 2b. Florida Alternate Assessment: objects that are identical to each other. Students scoring at or above Achievement Level 7 In the 2012 administration of the FAA, 0% of students in science. scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7. Science Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) 3% (1) 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	
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	objects for tactile exploration and recognition of basic	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model.	the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

Florida Alternate Assessment High School Science Goals

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

	on the analysis of student in need of improvement			"Guiding Questions", ider	ntify and define	
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			visual represe	have difficulty observing entation of an object which s.		
			scored at or a	In the 2012 administration of the FAA, 0% of students scored at or above level 4,5, or 6. On the 2013 FAA, at least 5% of students will score at or above level 4,5,or 6.		
2012	Current Level of Perfo	ormance:	2013 Expect	ed Level of Performand	ce:	
0% (0)			5% (1)	5% (1)		
	Prob	lem-Solving Process t	o Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	Access Points.	Principal, Assistant Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Goals. We will be using the Florida	the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.	

1	sensory format. Students must have continuous repetition/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate	Continuous Improvement Model. This will be done on a quarterly basis.	
	Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: The students have difficulty recognizing two common 2. Florida Alternate Assessment: Students scoring objects that are identical to each other. at or above Level 7 in science. In the 2012 administration of the FAA, 0% of students Science Goal #2: scored at or above level 7. On the 2013 FAA, at least 3% of students will score at or above level 7. 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) 3% (1) 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 Due to the students' Train teachers to Principal, Collect data from the IEP Annual Goals. disabilities, a variety of effectively implement Assistant Unique Learning Informal Principal, Reading System Curriculum and communication Access Points. Assessment from IEP Goals. We will be methods are needed Coach, Literacy the Unique for students to access Students need real Leadership Team. using the Florida Learning System. their education and objects for tactile Continuous Results from the exploration and Improvement Model. access points. Florida Alternate recognition of basic Assessment year scientific concepts. Monitor and review the 2012-2013. data that is collected Instruction must be from the IEP Goals. We presented in a multiwill be using the Florida sensory format. Continuous Improvement Model. Students must have continuous This will be done on a repetition/practice quarterly basis. when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access

the content related to science objectives.

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:					
Biolo	udents scoring at Achi gy. gy Goal #1:	evement Level 3 in		All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expecte	d Level of Performan	ce:	
N/A			N/A	N/A		
	Prob	lem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						

	d on the analysis of stud in need of improvement			Guiding Questions", ide	ntify and define	
Leve	udents scoring at or all ls 4 and 5 in Biology. gy Goal #2:	bove Achievement		All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expecto	ed Level of Performan	ce:	
N/A			N/A	N/A		
	Prob	lem-Solving Process	to Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too	
1						

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.

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

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
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	ΔΠ	Assistant Principal	Instructional Staff		Pretest and Post- test	Department Chairs, Assistant Principal and Principal

Science Budget:

Evidence-based Program(s)/Mat	erial(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
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
		-	Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Science Goals

Writing 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:

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing.

Writing Goal #1a:

All students take the FAA and please refer to those sections for appropriate responses.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	The students have difficulty associating wants and needs with a familiar person or object.		
Writing Goal #1b:	In the 2012 administration of the FAA, 0% of students scored at or above level 4. On the 2013 FAA, at least 5% of students will score at or above level 4.		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
0% (0)	5% (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
1	Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	i S	Principal, Reading Coach, Literacy Leadership Team .	Collect data from the Unique Learning System Curriculum and IEP Writing Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Writing Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	IEP Annual Writing Goals. Informal Assessment from the Unique Learning System. Results from the Florida Alternate Assessment year 2012-2013.

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
Instructional staff will be trained on the use of Access Points from the Next Generation Sunshine State Standards, Unique Learning System Curriculum, and Individual Educational Plan development.	All	Assistant Principal	Instructional Staff	August 2012 to June 2013	Pretest and Post- test	Department Chairs, Assistant Principal and Principal

Writing Budget:

Evidence-based Program(s)/Mat	erial(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
Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
		-	Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Writing Goals

* Whe	n using percentages, includ	e the number of students th	ne percentage repres	sents (e.g., 70% (35)).		
	d on the analysis of stude ed of improvement for the	ent achievement data, an e following group:	d reference to "Gu	iding Questions", identif	y and define areas	
	udents scoring at Achie s Goal #1:	evement Level 3 in Civi	All students tak	ke the FAA and please r propriate responses.	efer to those	
2012	Current Level of Perfo	rmance:	2013 Expected	d Level of Performanc	e:	
N/A			N/A	N/A		
	Prob	olem-Solving Process to	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1						
in nee 2. St 4 and	ed of improvement for the	ent achievement data, an e following group: ove Achievement Leve	All students tak	iding Questions", identif se the FAA and please r propriate responses.		

	l on the analysis of stude ed of improvement for the	ent achievement data, an e following group:	d reference to "Gu	iiding Questions", identif	y and define areas	
2. Students scoring at or above Achievement Levels4 and 5 in Civics.Civics Goal #2:			All students tal	All students take the FAA and please refer to those sections for appropriate responses.		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A	N/A			N/A		
	Prol	olem-Solving Process to	o Increase Stude	nt 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	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

Evidence-based Progra	am(3)/ Water lar(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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in U.S. History. All students take the FAA and please refer to those sections for appropriate responses. U.S. History Goal #1: 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

Based on the analysis of student achievement data, and r in need of improvement for the following group:	eference to "Guiding Questions", identify and define areas
	All students take the FAA and please refer to those
U.S. History Goal #2:	sections for appropriate responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			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	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

U.S. History 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 U.S. History EOC Goals

Attendance Goal(s)

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

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

			Improve communication with parents and provide support mechanisms to promote consistent attendance from our students.			
		absences. In the	hool year, 89 students h ne 2013 school year, the excessive absences will b	number of		
1. Attendance Attendance Goal #1:	tardies (10 or	hool year, 17 students h more) . In the 2013 scho dents with excessive tard	ool year, the			
		number of students	or goal for this year is to dents with excessive abs to 83 students, and exc from 16 to 15 students.	ences (10 or		
2012 Current Attendance Ra	ate:	2013 Expecte	ed Attendance Rate:			
0% (0)		3% (4)				
2012 Current Number of Stu Absences (10 or more)	Idents with Excessive	2013 Expecte Absences (10	ed Number of Students or more)	with Excessive		
89		85	85			
2012 Current Number of Stu Tardies (10 or more)	idents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)			
17		16	16			
Prok	olem-Solving Process t	o Increase Stude	ent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
severe disabilities and fragile medical conditions, resulting in hospitalization and continuous medical observation at times for an excess of 24 hours, a pattern of excessive absences and tardiness may develop. A majority of the student population is wheelchair bound and transportation may be difficult if the bus is missed, resulting in absence or tardiness.	the Parent Contact Log. II. Third Consecutive Absence and Tardy	School's Social Worker, Principal and Assistant Principal	Administrative review of daily attendance.	Attendance and Parent Contact Logs.		

	Consecutive Absence		
	and Tardy		
	The School Social		
1	Worker makes a home		
'	visit. A Truancy Home		
	Visit Form is completed		
	as needed.		
	If the absence or		
	tardy is determined to		
	3		
	be unacceptable, the		
	Principal will send a		
	Truancy Letter home		
	and schedule a Truancy		
	Child Study Team.		
	IV. Excessive Absences		
	and Tardies		
	The Attendance		
	Clerks keeps monthly		
	records.		
	 The Administration 		
	meets with teachers		
	whose students have		
	excessive absences or		
	tardies to determine		
	reasons and		
	Intervention Strategies.		
	If the reason for		
	excessive absences or		
	tardies is medical, the		
	Assistant Principal will		
	refer the student to the		
	Program Specialist who		
	will explore a		
	Homebound Program.		
	Homebound Frogram.		

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
Instructional staff will attend professional development sessions on improving attendance.	All/ Attendance	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post- test	Principal

Attendance Budget:

Evidence-based Progr	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 Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classrooms with perfect attendance receive a pizza party.	Pizza	PTA	\$78.00
			Subtotal: \$78.00
			Grand Total: \$78.00

End of Attendance Goal(s)

Suspension Goal(s)

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

	on the analysis of susper provement:	ension data, and referen	ce to "Guiding Que	estions", identify and defi	ne areas in need	
			Center are Pro	tending Neva King Coope foundly Intellectually Dis ould not be applicable.		
2012	Total Number of In-Sc	hool Suspensions	2013 Expecte	d Number of In-Schoo	l Suspensions	
0			0			
2012	Total Number of Stude	nts Suspended I n-Sch	2013 Expecte School	ed Number of Students	Suspended In-	
0			0	0		
2012 Number of Out-of-School Suspensions			2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions		
0			0	0		
2012 Scho	Total Number of Stude	nts Suspended Out-of-	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
0			0	0		
	Prok	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Due to the significant cognitive deficiencies of the students, they are unable to understand the rules and guidelines set forth in the student code of conduct.	IEP accommodation will be used to address	Teachers, Assistant Principa and Principal	Monitoring of Monthly Suspension Report and IEP Goals that Address Behavior This will be monitored monthly	IEP Goals addressing behaviors	

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
Instructional staff will attend professional development sessions on improving behavior.	All/Behavior	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post- test	Principal

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional 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 Suspension Goal(s)

Dropout Prevention Goal(s)

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

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.

All students attending Neva King Cooper Educational Center are Severely Intellectually Disabled. Therefore, this section would not be applicable.

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

2012	2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
N/A			N/A			
2012	2 Current Graduation Ra	ite:	2013 Expecte	ed Graduation Rate:		
N/A			N/A			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Due to the students' severe disabilities and fragile medical conditions, resulting in hospitalization and continuous medical observation at times for an excess of 24 hours, a pattern of excessive absences develop and may indicate intent to dropout.	To prevent Dropout, after the Fifth Consecutive Absence • The School Social Worker makes a home visit. A Truancy Home Visit Form is completed as needed. • If the absence or tardy is determined to be unacceptable, the Principal will send a Truancy Letter home and schedule a Truancy Child Study Team. II. Excessive Absences and Tardies • The Attendance Clerks keeps monthly records. • The Administration meets with teachers whose students have excessive absences to determine reasons and Intervention Strategies. • If the reason for excessive absences are medical, the Assistant Principal will refer the student to the Program Specialist who will explore a Homebound Program.	School's Social Worker, Principal and Assistant Principal	Administrative review of daily attendance.	Attendance and Parent Contact Logs. Social Worker Logs	

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
Instructional staff will attend professional						

development sessions on improving	All/Attendance	Assistant Principal	Instructional Staff	August 17, 2012	Pretest and Post- test	Principal
attendance						
and						
preventing						
dropout.						

Dropout Prevention 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Parent Involvement Parent Involvement Goal #1: There will be an increase of 1% in parental participation in workshops sponsored by Neva King Cooper Educational *Please refer to the percentage of parents who Center and the Parent Academy and complete the Parental Involvement Plan online. participated in school activities, duplicated or unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: 57 58 Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Provide a school-based Principal, This objective will be Low parental Sign in Sheet participation in school Professional Library evaluated through Assistant sponsored events. available to Principal, and comparison of the Neva

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

	parents/volunteers		King Cooper Educational	
	during the school day.	Worker	Center's Parent	
	Conduct an Open House		Academy Sign-In Log for the 2010-2011	
	to welcome parents		school year and the	
	back to a new school		2011-2012 school year.	
	year and provide an			
	opportunity to			
	exchange information		Open House Parent	
	by hosting a		Sign-In Log.	
	staff/parent dinner.		Parent Calendar.	
	Advertise school		Taront Galondar.	
1	activities (e.g., Parent		Copy of newsletter.	
	Workshops, Fantastic			
	Fridays, Holiday		Volunteer database.	
	Activities, Field Trips, and Community Based		Completed and returned	
	Instruction).		surveys.	
	moti dottoriy.		Jan voys.	
	Distribute a quarterly			
	newsletter.			
	_			
	Encourage parents/caregivers to			
	volunteer.			
	voiditteer.			
	Distribute Neva King			
	Cooper's Parent			
	Satisfaction Survey			

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		

Parent Involvement Budget:

Evidence-based Progr			Available
Strategy	Description of Resources	Funding Source	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 Developn	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 Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:							
1. ST	EM Goal #1:			All students take the FAA and please refer to those sections for appropriate responses.			
	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							

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based	d on the analysis of school	ol data, identify and defir	ne areas in need of	improvement:		
1. CTE CTE Goal #1:			students seekii	By promoting Career Pathways and Programs of Study students seeking a Special Diploma will participate the Daily Living Skills Lab.		
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	The students have difficulty with communication skills (verbal, written, nonverbal, symbols, and pictures) needed for success in the workplace due to their significant cognitive disabilities.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology. Students must have continuous repetition/practice when learning career and technical education concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).		Collect data from the Unique Learning System Curriculum and IEP Goals. We will be using the Florida Continuous Improvement Model. Monitor and review the data that is collected from the IEP Goals. We will be using the Florida Continuous Improvement Model. This will be done on a quarterly basis.	Assessment from the Unique Learning System. Results from the Florida Alternate	

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
Instructional staff will attend professional development sessions on improving communication	Secondary /CTE (Project Victory)	Assistant Principal	Instructional Staff	August 2012-June 2013	Pretest and Post-test	Principal

skills needed			
for the			
workplace.			

CTE Budget:

Evidence-based Program	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 CTE Goal(s)

Additional Goal(s)

Parental Involvement Goal 2 Goal:

	d on the analysis of studed of improvement for th	ent achievement data, a e following group:	nd reference to "G	uiding Questions", identif	y and define areas		
	rental I nvolvement Go ntal I nvolvement Goal			There will be a 1% increase of parental involvement in Individual Education plan meetings.			
2012	Current level:		2013 Expecte	2013 Expected level:			
37%			38%				
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Low parental participation in Individual Educational Plan Meetings.	Flexible meeting schedule to accommodate parent. Provide bus passes to families without other means of transportation. Provide Information and resources to assist families to access public transportation.	Principal, Assistant Principal, School Social Worker, Program Specialist, and Staffing Specialist	This objective will be evaluated through comparison of the Neva King Cooper Educational Center's Sign-In Log for the 2009-2010 school year and the 2010 - 2011 school year.			

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

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

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

Budget:

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

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

End of Parental Involvement Goal 2 Goal(s)

FINAL BUDGET

Evidence-based Pro	ogram(s)/Material(s)			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.0
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Introduce student to a variety of communication methods based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
Mathematics	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$150.00
Science	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
Writing	Introduce student to a variety of communication modes based on their individual needs.	Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives.	Discretionary Funds	\$100.00
				Subtotal: \$500.00
Professional Develo	pment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Classrooms with perfect attendance receive a pizza party.	Pizza	PTA	\$78.00
				Subtotal: \$78.00
				Grand Total: \$578.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	j∩ NA
-------------	----------	------------	-------

Are you a reward school: j_{Ω} Yes j_{Ω} No

A reward school is any school that improves their letter grade or any school graded ${\bf A}.$

No Attachment (Uploaded on 10/11/2012)

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
Funds will support the use of Augmented Communication Devices, Computer Technology, Smart Boards, Appropriate Activity Materials, and Manipulatives in the areas of Reading, Math, Science, Writing and Attendance.	

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

The SAC will continue to monitor the School Improvement Plan during the 2012-2013 school year.

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