

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH NAPLES MIDDLE SCHOOL

District Name: Collier

Principal: Margaret Jackson

SAC Chair: Tom Bligh

Superintendent: Dr. Kamela Patten

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Margaret Jackson	BS- Special Education, University of Memphis. MA- Guidance and Counseling, University of South Florida. Certification in Educational Leadership, Florida Gulf Coast University.	9	16	Throughout Ms. Jackson's 9 years as an administrator at NNMS, the school has maintained an "A" rating. 76% of students met high standards in reading, while 77% met high standards in math. NNMS gained 6% in reading and 7% in overall math gain scores during the 2012 school year. The bottom quartile fell by 6%, with the bottom quartile in math improving by 11%. The goal for the 2013 school year will be increasing high standards in reading to 81%, and 80% in math.
Assis Principal	Ryan Nemeth	BA- History/Education, Siena College. M.Ed.- Educational Leadership, Florida Gulf	3	4	Throughout Mr. Nemeth's 3 years as an administrator at NNMS, the school has maintained an "A" rating. 76% of students met high standards in reading, while 77% met high standards in math. NNMS gained 6% in reading and 7% in overall math gain scores during the 2012 school year. The bottom quartile fell by 6%, with the bottom quartile in math improving by 11%. The

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jean Castellani	BS- Elementary Education University of South Florida M.Ed. - Early Childhood Education State University of West Georgia Ed. S.- Early Childhood Education State University of West Georgia Certified: Elementary Education, Middle Grades Integrated, Reading Certified, Gifted , and ELL endorsed	9	2	Throughout Ms. Castellani's 2 years as Reading Coach at NNMS, the school has maintained an "A" rating. 76% of students met high standards in reading, while 77% met high standards in math. NNMS gained 6% in reading and 7% in overall math gain scores during the 2012 school year. The bottom quartile fell by 6%, with the bottom quartile in math improving by 11%. The goals for the 2013 school year will be increasing high standards in reading to 81%, and 80% in math.

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	1. Highly Qualified teachers are recruited through the district interview process via the transfer and recruitment fairs. 2. Structured Professional Learning Communities (PLC) made up of teachers and administrators. 3. Mentor/Mentee Program ensures success for first or second year teachers. 4. A collaborative school environment where input from staff is acquired through PLC meetings.	School Principal with the assistance of the leadership team (Assistant Principal, Dean of Students, Reading Coach, Team Leaders, Department Chairs).	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	1.7%(1)	12.1%(7)	22.4%(13)	65.5%(38)	63.8%(37)	100.0%(58)	17.2%(10)	5.2%(3)	98.3%(57)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alfred Buzzelli	Charlene Pate	Ms. Pate is a highly effective, veteran teacher, within the same department.	Weekly meeting to discuss curriculum, instructional methods, classroom management, and any areas determined by Mentor/Mentee.
Kate Bringardner	Jean Castellani	Ms. Castellani is a highly effective, veteran teacher, within the same department.	Weekly meeting to discuss curriculum, instructional methods, classroom management, and any areas determined by Mentor/Mentee.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Margaret Jackson
 Assistant Principal: Ryan Nemeth
 Dean of Students: Fred Mapes
 Lead Guidance Counselor: Andrea Kirk
 Guidance Counselor: Kim Manning
 Reading Coach: Jean Castellani
 Intervention Specialist: Beth Maxwell

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

The RtI Leadership Team meets weekly to discuss the RtI process, PBS, data chats, mentoring programs, and student-lead conferences. The team arranges an action plan for the week that will be brought to each PLC meeting. The purpose of the meeting is to compile information that will be disseminated to staff to ensure student achievement and development. Any/all students that are discussed will be brought to grade-level PLC meetings for discussion of interventions.

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

The RtI leadership team is responsible for determining the focus of our school improvement plan as we strive to make appropriate gains in all areas. The Leadership team facilitates trainings for the staff in areas such as Data Warehouse, Lesson Studies, and PBS. The RtI Leadership Team assists with the development of the plan and monitors the implementation. We facilitate universal screenings and continual progress monitoring to assess all students. We use the problem solving model to guide our decisions.

FCAT and FAA eligible students with disabilities: the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, 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.

- Local and IDEA support is providing a district coordinator who will meet regularly with building level RtI teams and coordinators to ensure strong implementation of RtI.
- School teams meet in grade level teams as professional learning communities. The meetings, which are student-centered, serve as a time for discussing students with specific needs or revisiting plans implemented earlier. Teams also examine the standards being taught, share best practices, build common assessments, and examine data for the proper instruction. Data Warehouse has been designed to record the minutes from these meetings, as well as to follow the progress of groups and individual students.
- Teams will create Tier I interventions for students with academic or behavior concerns. After revisiting the plan, if students are not successful in Tier I, students are referred to the school's RtI team, for potential Tier II strategies along with the creation of a PMP. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP.
- Tier II students will have their PMP reviewed by all teachers, and will be monitored by the RtI Specialist. Weekly meetings will occur to revisit the intervention to monitor the progress.
- For students that are not successful in Tier II, the RtI team will look to move the student to Tier III. For those students in Tier III, intensive remediation will occur in the area of weakness for the student. The RtI Specialist/Teacher will meet with the student 3 times a week to monitor and track the progress of the student.
- There are a multitude of data sources that are used to monitor interventions, including, but not limited to FAIR testing via language arts and reading class, testing 3 times annually. Benchmark testing in math, language arts, social studies and science. The 6-point rubric for writing will also be used to monitor writing progress in 7th and 8th grade, while the new 4 point rubric will be used at 6th grade in preparation for the Common Core Standards. School-wide common assessments in all classes are also used.
- Observations and checklists check in and check out procedures will be used to measure behavioral progress, as well as all data in the Student Pass System.
- Data Warehouse will be used to manage all data.
- When PMP's are written for Tier 2 and Tier 3 interventions, the data and plans are monitored using Data Warehouse by the RtI team. Adjustments to the PMP may be made by the team.

Describe the plan to train staff on MTSS.

Monthly, the NNMS Intervention Specialist attends district-led trainings led by district staff. The NNMS Intervention Specialist has conducted trainings for staff members. The role of the school-based Intervention Specialist is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, facilitate the RtI trainings, and to work with struggling students.

The PLC team leaders and key leadership personnel are charged with the responsibility to move RtI practices at the school level. Follow-up trainings will occur under the guidance of the District Coordinator of RtI/PBS through monthly on site walk throughs, problem solving meetings, and PLC meetings. In addition, the District Coordinator of RtI/PBS will provide monthly follow-up trainings with the Intervention Specialists. Teachers will meet twice a month with their PLC's to discuss RtI implementation at their grade level. Finally, mini workshop on RtI-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for RtI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. Also, the district has required all instructional personnel (PK-12) to complete RtI training within the year using the Direct Steps online training tool. Each staff member will be required to complete 3 courses.

The PLC teams will continue to monitor progress for all students throughout the year, through the use of Data Warehouse resources.

Describe the plan to support MTSS.

District-wide reading initiatives will support Tier-I literacy and writing activities. The addition of an intensive math class for students scoring below proficiency will support Tier-I mathematics instruction. The Intervention Support Specialist, Reading Coach, Assistant Principle, Guidance Counselors, and Principal will work with teachers to assist in the writing of PMPs, the collection of data, and the selection of appropriate interventions for students at all levels of our MTSS

School-Based Literacy Leadership Team

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

Principal Margaret Jackson
Assistant Principal Ryan Nemeth
Reading Coach Jean Castellani
Language Arts Department Chairperson Jen Lazar
Social Studies Department Chairperson Laura Heald
Science Department Chairperson Casey Mathis
Media Specialist Jill Kaminiski

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

The school-based LLT meets monthly to discuss the implementation of literacy strategies across all curriculums. Ideas and suggestions will be compiled, and information will be disseminated throughout the teams at each grade level though PLC meetings. Reading coach will be used to model lessons within content area classes.

The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content. The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

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

The major initiatives of the LLT will be to increase the usage of literacy strategies in all contents. By utilizing the 3-Common Comprehension Strategies, Marzano vocabulary, the district and team-authored focus calendar, and student data, literacy strategies will be a focus in the Math, Social Studies, and Science classrooms. Incorporating FCIM mini-lessons (PW Impact) in our Intensive Reading classes will be another initiative. Close Reading will also be used in Language Arts, Social Studies and Science classrooms. Intertextual Triads will be part of the Language Arts curriculum each quarter. The goal of the incorporation of such strategies is to increase the number of students scoring at or above level 3 on FCAT-Reading.

The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

[Empty text box for describing plans for assisting preschool children in transition]

*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.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffold literacy instruction to striving readers. As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

*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?

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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	FCAT 2.0: Students scoring at Achievement Level 3 in reading will be 27% (248).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (227)	27% (248)

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	Rigor- Instructional Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson plans.	DOK Reports CTEM Reports of HOT elements
	Interactive Learning Strategies and Differentiated Instruction-Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson plans.	CTEM Reports DOK Reports

2		<p>model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.</p>			
3		<p>See Rigor</p> <p>Reading/Language Arts/Social Studies- Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis</p> <p>Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.</p>			
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional:</p> <p>Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>DOK Reports</p> <p>CTEM Reports</p>

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develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.

Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)

5

See Interactive Learning Strategies and Differentiated Instruction

READING/LANGUAGE ARTS: TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.

MATH: Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing.

		<p>SCIENCE: TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks.</p>		
6		<p>See Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies</p> <p>Reading/Language Arts- Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.</p> <p>Math- Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.</p> <p>Science- Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.</p>		

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>Students scoring at levels 4, 5, and 6 is reading as measured by the Florida Alternate Assessment will be 23% (5).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>23% (3)</p>	<p>23% (4)</p>

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points	Provide Universal Design Lessons (UDL) based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) Raz Kids My Reading Coaches CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading will be 53% (487).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (410)	53% (487)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions.</p>	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>
2	<p>Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>

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		(See CTEM alignment.)			
	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment).	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports
		Rigor: Reading- Utilize close reading and re-reading of complex texts to provide textual support for reasoning/conclusions in response to higher order questions. TE will provide feedback to students regarding the quality of written responses. Does the response match the rigor or the question? Math- Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports

expectation that students demonstrate their conceptual understandings both orally and in writing.

Science- TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for students. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark

Interactive Learning Strategies and Differentiated Instruction:

Reading- Utilize a variety of strategies to enhance students' understanding of text (Literature Circles, Socratic Seminars, Philosophical Chairs, cooperative structures, reading and re-reading of text with increasing complexity). Advanced readers will be given leadership opportunities within a variety of cooperative structures.

2. Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis)

Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).

Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate

	<p>content. TE will use a variety of curriculum resources to provide enrichment activities for advanced learners.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies:</p> <p>Reading- Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p> <p>Math- Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups</p> <p>Science- Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:</p>	<p>Students scoring at level 7 or above as measured by the Florida Alternate Assessment will increase in individual student scores by 5 raw score points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>77% (10)</p>	<p>85% (16)</p>

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
	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills

1		knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			(GPS) CTEM
2	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation ULS: AT Decision Guide CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	FCAT 2.0: Percentage of students making Learning Gains in reading will be 78% (651).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (582)	78% (651)

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
	Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports

1		<p>classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions (See CTEM alignment).</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.</p>	<p>Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p> <p>Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.</p> <p>School-level data chats.</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>

		<p>the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.</p>			
4		All Subjects will- Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.			

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:	Students making learning gains in reading as measured by the Florida Alternate Assessment will be 56% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (5)	56% (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	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals,

2		information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			Preferences, Skills (GPS) CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading will be 72% (150).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (134)	72% (150)

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
	Rigor- Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use learning goals with accompanying scales to	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports

1		<p>identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview students to determine understanding of the LG and scale. (See CTEM alignment.)</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction- Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data. Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension</p>	<p>Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>

3	strategies	<p>comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.</p> <p>TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.</p>			
4		<p>Rigor:</p> <p>Reading- During small group guided practice (Gradual Release Model- GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/benchmark.</p> <p>Math- : TE will meet with students individually or in small groups to ensure understanding of the LG and expectations for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal. TE will provide scaffolded support as appropriate for students to demonstrate mastery.</p> <p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Reading- Using the GRM, develop strategies for collaborative practice during which students who require scaffolded support have additional teacher support as well as appropriate graphic organizers to complete work, including oral and written responses that utilize and incorporate information from graphic organizers.</p> <p>Math- During inquiry phase of lesson, provide scaffolded support as needed by lower</p>			

	<p>achieving learners. The support does not lower expectations, but provides a means for low expectancy learners to meet high expectations.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies-</p> <p>Reading- TE will model and provide direct instruction in the use of a variety of reading strategies to access a variety of content and genres, infusing Intertextual Triads into instructional units as appropriate</p> <p>Math- TE will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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
Rigor: Checks for	Teachers will utilize	Principals	Analyze and Interpret	DOK Reports

1	<p>understanding are not used or are used inappropriately in many classrooms.</p>	<p>appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.</p> <p>Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p> <p>During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.</p>	<p>Assistant Principal Dean of Students</p>	<p>baseline data.</p>	<p>CTEM Reports</p>
2	<p>Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Reading/Language Arts teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students (See CTEM alignment).</p>	<p>Principi Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>DOK Reports CTEM Reports</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or</p>	<p>Principi Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>DOK Reports CTEM Reports</p>

3	instruction often does not include specific strategies for accessing the text to build comprehension.	<p>Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports Collection of

1	<p>questions</p>	<p>the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.</p>			Lesson Plans
2	<p>Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards</p>	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports</p> <p>DOK Reports</p> <p>Collection of Lesson Plans</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports</p> <p>DOK Reports</p> <p>Collection of Lesson Plans</p>

3	<p>displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Checks for understanding are not used or are used inappropriately in many classrooms	<p>Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.</p> <p>Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular feedback on responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of lesson plans.

		During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.			
2	Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. School-level data chats: administrator to teacher or team; teacher to student student to parent (Student-Led Conferences) are held.	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of lesson plans
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of lesson plans

	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans (See CTEM alignment).		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning. During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of Lesson Plans.
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of Lesson Plans

2

prove reasoning aligned to the standards

show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.

Teachers' use of cooperative structures/strategies will be monitored through CTEM.

3

Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension

Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.

Principal
Assistant Principal
Dean of Students

Analyze and Interpret baseline data

CTEM Reports
DOK Reports
Collection of Lesson Plans

	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Strategies, Differentiated Instruction, Lesson Study, Rigor in the classroom, Flexible Grouping for RtI, Reading in the Content Areas, ANGEL, Collaborative Comprehension Strategies, Close Reading, Short and Extended Responses, Intertextual Triads, Lesson Study.	All grades and subjects	Principal, Assistant Principal, Reading Coach, Team Leaders, District Staff	School-wide	Monthly Early-Release Days. PLC meetings.	Analyze and Interpret Basline Tests, FCAT scores, lesson plans, student grades, daily attendance, continued progress monitoring, and portfolios. PLC minutes in data warehouse will be monitored by administration.	Principal Assistant Principal Dean of Students

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Students scoring proficient in Listening/Speaking will be 48% (13).			
2012 Current Percent of Students Proficient in listening/speaking:					
44% (14)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language	TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities. Provide scaffold support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be	Principal Assistant Principal Dean of Students ELL Contact Person	Analyze and Interpret Baseline Data. ASCD bookshelf, classroom instruction that works with ELL by Jane Hill.	CTEM Reports

	<p>needed to improve oral language skills of identified ELL learners.</p> <p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p>		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Students scoring proficient in Reading will be 20% (6).
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2012 Current Percent of Students Proficient in reading:

18% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home	<p>TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations.</p> <p>Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments.</p> <p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p> <p>ELL Contact Person</p>	<p>Analyze and Interpret Baseline Data.</p> <p>ASCD bookshelf, classroom instruction that works with ELL by Jane Hill.</p>	CTEM Reports

	standards. Teachers will include use of these in weekly lesson plans.		
	Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read		

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in Writing will be 26% (7).
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2012 Current Percent of Students Proficient in writing:

24% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	As evidence of strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds. To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Principal Assistant Principal Dean of Students ELL Contact Person	Analyze and Interpret Baseline Data ASCD bookshelf, classroom instruction that works with ELL by Jane Hill.	CTEM Reports
	Students have not developed proficiency in editing and improving their own writing as a	In all content areas when assessing student responses, check for proper capitalization of	Principal Assistant Principal	Analyze and Interpret Baseline Data ASCD bookshelf,	CTEM Reports

2	way to develop their thinking and use of appropriate vocabulary	<p>the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence</p>	Dean of Students ELL Contact Person	classroom instruction that works with ELL by Jane Hill.
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CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	FCAT 2.0: Students scoring at Achievement Level 3 in mathematics will be 26% (239).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (219)	26% (239)

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	Rigor- Instructional Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>DOK Reports</p> <p>CTEM Reports of HOT elements</p>
	Interactive Learning Strategies and Differentiated Instruction-Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>

2		<p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.</p>			
3		<p>See Rigor</p> <p>Reading/Language Arts/Social Studies- Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis</p> <p>Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.</p>			
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data. Collection of lesson plans.</p>	<p>DOK Reports CTEM Reports</p>

4		<p>using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</p>			
5		<p>Interactive Learning Strategies and Differentiated Instruction- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.</p>			

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.
Mathematics Goal #1b:

Students scoring at levels 4, 5, and 6 in mathematics as measured by the Florida Alternate Assessment will be 54% (11).

2012 Current Level of Performance:			2013 Expected Level of Performance:		
54% (7)			54% (10)		
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	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics will be 56% (514).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (433)	56% (514)

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	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	CTEM Reports DOK Reports
	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	CTEM Reports DOK Reports

2		<p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)</p>			
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data. Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>

		of lesson plans. (See CTEM alignment).			
4		<p>Rigor- Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing.</p> <p>Interactive Learning Strategies and Differentiated Instruction- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.</p>			

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:	Students scoring at level 7 and above in mathematics as measured by the Florida Alternate Assessment will increase by 5 raw scores points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	51% (10)

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
	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or	. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM

1	readable (discernible) responses	tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation			
2	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving, and interpreting information	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	FCAT 2.0: Percentage of students making Learning Gains in mathematics will be 87% (726).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (662)	87% (726)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions (See CTEM alignment).</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports
2	Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	<p>Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p> <p>Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.</p> <p>School-level data chats.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data Collection of lesson plans.	CTEM Reports DOK Reports
	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data Collection of lesson plans.	CTEM Reports DOK Reports

3		<p>observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.</p>			
4		<p>Rigor- Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations</p> <p>Interactive Learning Strategies and Differentiated Instruction- Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories</p>			

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

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

Mathematics Goal #3b:

Students making learning gains in mathematics as measured by the Florida Alternate Assessment will be 55% (11)

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5)	55% (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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics will be 84% (176).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (155)	84% (176)

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	Rigor- Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.</p> <p>1b. Teachers will use learning goals with accompanying scales to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports

		interview students to determine understanding of the LG and scale. (See CTEM alignment.)			
2	Interactive Learning Strategies and Differentiated Instruction- Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	<p>Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.</p> <p>TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data Collection of lesson plans.	CTEM Reports DOK Reports
		Rigor- TE will meet with			

4		<p>students individually or in small groups to ensure understanding of the LG and expectations for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal. TE will provide scaffolded support as appropriate for students to demonstrate mastery.</p> <p>Interactive Learning Strategies and Differentiated Instruction- During inquiry phase of lesson, provide scaffolded support as needed by lower achieving learners. The support does not lower expectations, but provides a means for low expectancy learners to meet high expectations.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies-TE will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills.</p>			
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # <input type="text"/> 5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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	Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	<p>Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.</p> <p>Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p> <p>During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.</p>	Principals Assistant Principal Dean of Students	Analyze and Interpret baseline data.	DOK Reports CTEM Reports
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	<p>Reading/Language Arts teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-</p>	Principals Assistant Principal Dean of Students	Analyze and Interpret baseline data	DOK Reports CTEM Reports

		expectancy students (See CTEM alignment).			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).	Principi Assistant Principal Dean of Students	Analyze and Interpret baseline data	DOK Reports CTEM Reports

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

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

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports Collection of Lesson Plans
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports Collection of Lesson Plans
	Use of Informational Text	Students will be	Principal	Analyze and Interpret	CTEM Reports

3	<p>across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction</p>	<p>accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>	<p>Assistant Principal Dean of Students</p>	<p>Baseline Data.</p>	<p>DOK Reports Collection of Lesson Plans</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor: Checks for understanding are not used or are used inappropriately in many classrooms</p>	<p>Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.</p> <p>Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular feedback on</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data.</p>	<p>CTEM Reports DOK Reports Collection of lesson plans.</p>

		<p>responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p> <p>During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs</p>	<p>Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p> <p>Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.</p> <p>School-level data chats: administrator to teacher or team; teacher to student student to parent (Student-Led Conferences) are held.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	Analyze and Interpret baseline data.	<p>CTEM Reports</p> <p>DOK Reports</p> <p>Collection of lesson plans</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	Analyze and Interpret baseline data.	<p>CTEM Reports</p> <p>DOK Reports</p> <p>Collection of lesson plans</p>

	<p>progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans (See CTEM alignmet).</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	
Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of Lesson Plans.

2	<p>Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards</p>	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data.</p>	<p>CTEM Reports DOK Reports Collection of Lesson Plans</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>CTEM Reports DOK Reports Collection of Lesson Plans</p>

	<p>progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).</p>		
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students scoring at Achievement Level 3 in Algebra will be 8% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (7)	8% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor- Instructional Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>DOK Reports</p> <p>CTEM Reports of HOT elements</p>

		determine expectations for answering questions. (See CTEM alignment.			
2	Interactive Learning Strategies and Differentiated Instruction-Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson plans.	CTEM Reports DOK Reports
3		<p>See Rigor</p> <p>Reading/Language Arts/Social Studies- Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis</p> <p>Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing</p>			

		scaffolded support as appropriate.			
4	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional:</p> <p>Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson plans.	DOK Reports CTEM Reports
5		<p>Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and</p>			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above Achievement Levels 4 and 5 in Algebra will be 100% (144).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (82)	100% (144)

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	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning. During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports
	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data. Collection of lesson plans.	CTEM Reports DOK Reports

2		<p>monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)</p>			
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data. Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>

		content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment).		
4		Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel). Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # <input type="text"/> 3A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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
	Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. Teachers will hold students accountable for	Principi Assistant Principal Dean of Students	Analyze and Interpret baseline data.	DOK Reports CTEM Reports

1		<p>responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p> <p>During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Reading/Language Arts teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students (See CTEM alignment).</p>	<p>Principi Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>DOK Reports CTEM Reports</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension</p>	<p>Principi Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>DOK Reports CTEM Reports</p>

3	<p>strategies. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will be provided professional learning opportunities such as	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports Collection of Lesson Plans

1		<p>online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards</p>	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports DOK Reports Collection of Lesson Plans</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.</p> <p>Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.</p> <p>In all content areas when</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports DOK Reports Collection of Lesson Plans</p>

	<p>assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Checks for understanding are not used or are used inappropriately in many classrooms	<p>Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response.</p> <p>Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular feedback on responses.</p> <p>Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.</p> <p>During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of lesson plans.
	Interactive Learning Strategies and	Professional Learning Communities will meet 2	Principal	Analyze and Interpret baseline data.	CTEM Reports

2	<p>Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs</p>	<p>times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p> <p>Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.</p> <p>School-level data chats: administrator to teacher or team; teacher to student student to parent (Student-Led Conferences) are held.</p>	<p>Assistant Principal Dean of Students</p>		<p>DOK Reports Collection of lesson plans</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans (See CTEM alignmet).</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data.</p>	<p>CTEM Reports DOK Reports Collection of lesson plans</p>

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls.</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of Lesson Plans.
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	<p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Teachers will be provided professional learning</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data.	CTEM Reports DOK Reports Collection of Lesson Plans

2		<p>opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.</p> <p>Teachers' use of cooperative structures/strategies will be monitored through CTEM.</p>			
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans(See CTEM alignment).</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data</p>	<p>CTEM Reports DOK Reports Collection of Lesson Plans</p>

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.				
Geometry Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.
 Geometry Goal #3D:

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study, Rigor in the classroom, Flexible Grouping for RTI, Collaborative Comprehension Strategies, Close Reading, ANGEL, TI Navigator, Live Scribe Pens, Common Core Strategies,	All grades and subjects	Principal, Assistant Principal, Reading Coach, Team Leaders, District Staff	School-wide	All Early-Release Days PLC Meetings	Analyze and Interpret Baseline Data, lesson plans, student grades, daily attendance, district, and portfolios	Principal Assistant Principal Dean of Students

Mangahigh.com, Skills					
Agile Mind, and continued support on the new CCSS.					

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
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 Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		FCAT 2.0: Students scoring at Achievement Level 3 in science will be 41% (125).			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (108)		41% (125)			
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
	Rigor- Instructional Lessons do not routinely incorporate questioning strategies	Teachers will plan for and include higher order questions in weekly lesson plans so	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson	DOK Reports CTEM Reports of HOT elements

1	<p>designed to promote critical, independent, and creative thinking.</p>	<p>that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.</p>		<p>plans.</p>	
2	<p>Interactive Learning Strategies and Differentiated Instruction- Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</p>	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret baseline data. Collection of lesson plans.</p>	<p>CTEM Reports DOK Reports</p>
		<p>See Rigor</p> <p>Reading/Language Arts/Social Studies- Incorporate technology</p>			

3

resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis

Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).

Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.

4

Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.

Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.

Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop

Principal Assistant Principal Dean of Students

Analyze and Interpret baseline data. Collection of lesson plans.

DOK Reports CTEM Reports

		<p>formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</p>			
5		<p>Interactive Learning Strategies and Differentiated Instruction- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Teachers will utilize consistent reading scaffolds and strategies(Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading. Science Notebooking will also be used.</p>			Online assessments from Discovery Education.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	Student scoring at levels 4, 5, and 6 as measured by the Florida Alternate Assessment will be 10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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
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1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data- Collected through Pre-test, Post-test Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information	Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science will be 25% (76).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (63)	25% (76)

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	Rigor: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	<p>Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding of strategies and activities that support students in giving higher order responses to questions. Teachers will be accountable for implementing professional learning.</p> <p>During observations, administrators will note the work students are doing, determining level of Webb's DOK into which the work falls</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	CTEM Reports DOK Reports
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	<p>(Reading/Language Arts) Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	CTEM Reports DOK Reports

		<p>professional learning.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)</p>			
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment).</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>

4	<p>Rigor- TE will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for students. TE will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark</p> <p>Interactive Learning Strategies and Differentiated Instruction- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. TE will use a variety of curriculum resources to provide enrichment activities for advanced learners.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Teachers will utilize consistent reading scaffolds and strategies(Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		Students scoring at level at or above level 7 in science as measured by the Florida Alternate Assessment will be 100% (1).		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
100% (4)		100% (1)		
Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	UNIQUE: Monthly Benchmark Assessments UNIQUE: Checkpoints and Profile Comparisons CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information	Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

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

			Target Dates	
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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study, Rigor in the classroom, Flexible Grouping for RtI, Reading in the Content Areas, Close Readings, Short and Extended Responses, Intertextual Triads, ANGEL, CBL Training, Discovery Education, Common Comprehension Strategies, New science curriculum with Discovery Education and Holt/Fusion. Training in the use of 5E lesson planning and use of Science Notebooking.	All grades	Principal, Assistant Principal, Reading Coach, Team Leaders, District Staff, Department Chairperson	School-Wide	All Early-Release Days PLC Meetings	Analyze and Interpret Baseline Data, lesson plans, student grades, daily attendance, and portfolios	Principal Assistant Principal Dean of Students

Science Budget:

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

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	FCAT: Students scoring at Achievement Level 3.0 and higher in writing will be 92% (280).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (232)	92% (280)

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	Rigor- Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.</p> <p>Teachers will use learning goals with accompanying scales to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.</p> <p>During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale is aligned to the LG and represents graduated</p>	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports

		levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.			
2	Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. School-level data chats: administrator to teacher or team (2x each a year); teacher to student (a minimum of 1x quarterly); student to parent.	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports
		Rigor- to ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate thinking skills appropriate to levels 3	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data.	CTEM Reports DOK Reports

4	<p>or 4 of Webb's DOK.</p> <p>2. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>3. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback</p> <p>Interactive Learning Strategies and Differentiated Instruction- Peer review groups will analyze and look for appropriate places to introduce and refute counter-arguments.</p> <p>2. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p> <p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Synthesize complex ideas from multiple genres of thematically connected texts, citing sources to substantiate established claims and introduce and refute counter-arguments.</p> <p>2. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at 4 or higher in writing as measured by the Florida Alternate Assessment will be 100% (1).

2012 Current Level of Performance:			2013 Expected Level of Performance:		
100% (4)			100% (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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	Teachers will provide explicit instruction in the use of text features focused on: writing conventions of spelling, punctuation and grammar.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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
6+1 Write Traits, Jeff Anderson's Grammar, Usage and Mechanics, District Study Skill Program, and Springboard, 3 Common Comprehension Strategies, Close Readings, Intertextual Triads, Short and Extended Responses.	All Grade Levels	Principal, Assistant Principal, Reading Coach, Language Arts Department Chairperson, and District Staff	School-Wide	All Early Release Days PLC Meetings	Writing Portfolios Analyze and Interpret Baseline Data	Principal Assistant Principal ELL Contact

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal # 1:	100% of students enrolled in Civics will earn middle school credit.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)			100% (315)		
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	Rigor- Instructional Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment.)</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>DOK Reports</p> <p>CTEM Reports of HOT elements</p>
2	Interactive Learning Strategies and Differentiated Instruction- Instructional: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p>	Principal Assistant Principal Dean of Students	<p>Analyze and Interpret baseline data.</p> <p>Collection of lesson plans.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>

		TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.			
3		<p>See Rigor</p> <p>Reading/Language Arts/Social Studies- Incorporate technology resources to meet identified individual learning needs and to provide for higher levels of engagement. E.g., interactive use of Mimio/white board technology, use of mobile technologies (mobis, livescribe pens, e-readers), software specifically aligned to student's learning needs, web 2.0 tools (Angel, Edmodo, blogs, wikis</p> <p>Math- Based on triangulation of multiple data, TE will differentiate instruction and extensions as appropriate (multiple resources available in Angel).</p> <p>Science- Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content providing scaffolded support as appropriate.</p>			
	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through	Principal Assistant Principal Dean of Students	Analyze and Interpret baseline data. Collection of lesson plans.	DOK Reports CTEM Reports

4		<p>observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p> <p>Civics Goal #2:</p>	<p>100% of students enrolled in Civics will earn middle school credit.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>0% (0)</p>	<p>100% (315)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor- Instructional Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing</p>	<p>Principal Assistant Principal Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports DOK Reports</p>

		<p>professional learnings.</p> <p>During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. (See CTEM alignment</p>			
2	<p>Interactive Learning Strategies and Differentiated Instruction- Lessons/activities are not appropriately differentiated to meet the needs of all learners</p>	<p>Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, and Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings.</p> <p>TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data.</p>	<p>CTEM Reports</p> <p>DOK Reports</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	<p>Analyze and Interpret Baseline Data</p>	<p>CTEM Reports</p> <p>DOK Reports</p>

3	<p>strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.</p> <p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Strategies, Differentiated Instruction, Lesson Study, Rigor in the classroom, Flexible Grouping for RtI, Reading in the Content Areas, ANGEL, Collaborative Comprehension Strategies, Close Reading, Short and Extended Responses, Intertextual	7th Grade	Principal Assistant Principal Reading Coach Social Studies Department Chair	7th Grade Social Studies Teachers	PLC Meetings Monthly Early Release Days	Analyze and Interpret Baseline Data	Principal Assistant Principal Dean of Students

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Maintain attendance rate at 96% from 2012 (860) to 2013(881)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (860)	96% (881)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24% (245)	24% (220)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0(0%)	0 (0%)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Due to economic issues some students may have limited home resources and limited school readiness.	<p>Parent workshops on attendance and student achievement</p> <p>Impress the importance of attendance in school during School Advisory Council meetings and family nights</p> <p>Implement new student attendance policy with fidelity</p> <p>Attendance incentives through Positive Behavior Support</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	Analyze and Interpret attendance reports from TERMS and Student Pass	TERMS and Student Pass Reports
2	Current economic times can result in students needing to be caretakers or assisting with household responsibilities	<p>Parent workshops on attendance and student achievement.</p> <p>Impress the importance of attendance in school during School Advisory Council meetings and family nights.</p> <p>Implement new student attendance policy with fidelity.</p> <p>Attendance incentives through Positive Behavior Support</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	Analyze and Interpret attendance reports from TERMS and Student Pass	TERMS and Student Pass Reports
3	Students do not find classes relevant or sufficiently engaging and choose to miss school.	<p>Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work.</p> <p>Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects.</p> <p>Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean of Students</p>	Analyze and Interpret attendance reports from TERMS and Student Pass	<p>TERMS and Student Pass Reports</p> <p>CTEM Reports</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing parental involvement when it comes to attendance and tardy policies	All grades and Subjects	Principal Assistant Principal Dean of Students Reading Coach	Grade-Level PLC's	Montly Early Release Days PLC Meetings	Review of Students Pass, RTI meetings, biweekly PLC meetings	Principal Assistant Principal Dean of Students

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, the number of in-school suspension, total in-school suspension days assigned, and the percent of students receiving in-school suspension will decrease by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
61% (544)	53% (490)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
21% (196)	19% (176)

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10% (91)	9% (84)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6% (60)	5% (54)

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	There is a lack of social norm and self-discipline instruction within our instructional programming.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms. Students who rise to Tier 2 and 3 PBS/RTI will receive one to one mentoring, check in/check out, and guidance supports.	Principal Assistant Principal Dean of Students RtI Facilitator Guidance Counselors	Analyze and Interpret Student Pass Reports	Student Pass Reports CTEM Reports
2	Limited transitional programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero tolerance behaviors transition poorly to the traditional school environment	School leadership will meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into the school community. A mentoring program will be adopted to support all at-risk students.	Principal Assistant Principal Dean of Students RtI Facilitator Guidance Counselors	Analyze and Interpret Student Pass Reports	Student Pass Reports CTEM Reports

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
Classroom Management trainings, Peer	All grades and subjects	Principal Assistant Principal Dean of Students	Grade Level PLC's	Monthly Early Release Days	Discipline reports in Student Pass Biweekly PLC meetings	Principal Assistant Principal Dean of Students

Mediation, PBS trainings		RTI Facilitator Guidance Counselors	PLC Meetings	Analyze and Interpret CTEM Reports	RTI Facilitator Guidance Counselors
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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		The percentage of involved in school activities will increase by 10% (675).			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
65% (585)		75% (675)			
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
	Some of the students have non-English speaking parents. They feel uncomfortable	Provide all printed material in English, Spanish, and Creole.	Principal Assistant Principal	Communication with SAC and PTO leadership	SAC/PTO attendance Parental attendance

1	linguistically in the school setting. They also prefer printed materials in their native language sent home from the school	Provide translation in Spanish and Creole at all parent functions, meetings, and trainings. Utilize bilingual staff and students to assist parents in navigating around the school and for translations	Dean of Students Guidance Counselors		during after school activities PTO/SAC/Community Events attendance Communication logs
2	Some of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time events due to child care, transportation, and employment-related issues	Serve food at evening events. Plan teacher/parent conferences to meet all stakeholders' needs. Provide child-care services at parent training events. Promote community involvement to provide transportation to school functions.	Principal Assistant Principal Dean of Students Guidance Counselors	Communication with SAC and PTO leadership	SAC/PTO attendance Parental attendance during after school activities PTO/SAC/Community Events attendance Communication logs

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
Increased staff-parent communication	All grades and subjects	Principal Assistant Principal Dean of Students Guidance Counselors	Weekly PLC's	PLC Meetings Monthly Early Release Days	PTO/SAC/Community Events attendance, Communication logs	Principal Assistant Principal Dean of Students Guidance Counselors

Parent Involvement Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
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. STEM STEM Goal #1:		90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content	Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all contents. Use of Safari to record STEM lessons for staff to review during PLC's. Increase industry certification in STEM areas.	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data	Benchmark Test, FCAT Results, and quarterly grades will be used to place students in higher level courses. Middle School Career Fair.
2	Students do not clearly understand the importance of taking higher level math, science, AP and dual enrollment courses in regard to future career options.	Use resources such as email, Edmodo, assemblies, electronic flyers, etc. to promote STEM courses and careers. Monitor numbers and percentages of students in all STEM courses with a goal of increasing enrolment in these courses by 10%. Use of Safari to record STEM lessons for staff to review during PLC's. Increase industry certification in STEM areas.	Principal Assistant Principal Dean of Students	Analyze and Interpret Baseline Data	Benchmark Test, FCAT Results, and quarterly grades will be used to place students in higher level courses. Middle School Career Fair.

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
STEM PD Educators will present and/or participate in the CCPS 2013 STEM conference.	All 6-8 Teachers	Department Chairs	All 6-8 Teachers	Department PLC's	Analyze and Interpret CTEM Reports	Principal Assistant Principal Dean of Students
Common Core State Standards Discovery Education opportunities for writing prompts that incorporate web 2.0 technologies.	All 6-8 Teachers	Department Chairs	Math Teachers	Department PLC's	Analyze and Interpret CTEM Reports	Principal Assistant Principal Dean of Students
Agile Mind Algebra	Algebra Teachers	Agile Mind Trainers	Algebra Teachers	Department PLC's	Analyze and Interpret CTEM Reports	Principal Assistant Principal Dean of Students

STEM Budget:

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal # 1:			20% (60) of 8th grade students will earn Industry Certification.		
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	Teachers are not industry certified.	.1a Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers. Provide instructional tools and teacher if training for teachers to use in the classroom that will promote student success on industry certifications	Principal Assistant Principal Dean of Students	Analyze and Interpret CTEM Reports	CTEM Reports Industry Certifications earned.
2	Career Themed Courses have not been identified for each school. Consideration at each school must be teacher certifications, course requests, and computer lab accessibility.	Administrative and teacher teams identify courses that meet statutory requirements as Career Themed Courses and develop support mechanisms to meet industry certification testing preparation and testing. Career and Technical Education Courses must include access to industry certification testing for all students in all CTE courses. Industry certification to be identified for each CTC that is offered. Increase the number of Career Themed Academies (both CTE and non-CTE courses).	Principal Assistant Principal Dean of Students	Analyze and Interpret CTEM Reports	CTEM Reports Industry Certifications earned.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
Teacher requests for classroom resources, as well as funding for a supplemental afterschool program focusing on targeted students for FCAT assistance.	\$2,000.00

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

Creating and sponsoring of a supplemental after school program for targeted students for FCAT assistance. The SAC will also focus on assisting teachers with any educational resources they may need to help improve instruction.

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

Collier School District NORTH NAPLES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	94%	61%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	79%			149	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	71% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					614	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District NORTH NAPLES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	80%	90%	65%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	77%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	69% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested