

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKE TRAFFORD ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. Brian Castellani

SAC Chair: Maria Vidaurri

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Assis Principal	Oliver Phipps	B.S. Fine Arts, M.Ed. Educational Administration/Art Education  Florida Certification: Art (K-12); Principal Level II.	1	18	2012 – School Grade D Reading Level 3+ = 35% Reading Gains = 57% Reading Lowest 25% Gains = 69% Math Level 3+ = 40% Math Gains = 70% Math Lowest 25% Gains = 74% Writing 3.0+ = 68% Science Level 3+ = 19% AMO Progress =  Prior two schools improved from grades FY10, C to A and FY11, D to C
Principal	Dr. Brian Castellani	B.S. Elementary Education, M.Ed. Administration and Supervision, Ed.S. Educational Administration, Ed.D Educational Leadership	1	17	2012 – School Grade D Reading Level 3+ = 35% Reading Gains = 57% Reading Lowest 25% Gains = 69% Math Level 3+ = 40% Math Gains = 70% Math Lowest 25% Gains = 74% Writing 3.0+ = 68% Science Level 3+ = 19%

		Florida Certification: Elementary Education; Principal Level II			AMO Progress = Prior school earned an "A" grade for the past nine years. Prior school met AYP requirements during the 2010-11 school year.
Assis Principal	Laura Mendicino	B.S. Elementary Education, M.Ed. Administration  Florida Certification: Mathematics, Grades 5-9 Gifted Endorsement ESOL Endorsed ESE	1		2012 School Grade A Reading Level 3+ = 59% Reading Gains = 66% Reading Lowest 25% Gains = 75% Math Level 3+ = 58% Math Gains = 85% Math Lowest 25% Gains = 83% Writing 3.0+ = 66% Science Level 3+ = 55%  Prior school earned an "A" grade for the 2011 and a "A" grade for the 2010 school year. Prior school did not meet AYP requirements during the 2011-12 school year.

## 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	Sandy Boggs	B.S. Elementary Education, M.Ed. Reading	1	1	2012 – School Grade D • Reading Level1 = 33% • Reading Level 2 = 34% • Reading Level 3 = 21% • Reading Level 4 = 10% • Reading Level 5 = 3% • Reading Gains = 57% • Reading Gains, Lowest 25% = 59% • Writing 3.0+ = 71%
Mathematics	Susan Pratt	B.S. Elementary Education, ELL Endorsement	3	1	2012 – School Grade D • Mathematics Level1 = 28% • Mathematics Level 2 = 34% • Mathematics Level 3 = 27% • Mathematics Level 4 = 9% • Mathematics Level 5 = 2% • Mathematics Gains = 70% • Mathematics Gains, Lowest 25% = 74%
Science	Dr. Jerald Thompson	Elem. Ed K-6, Educational Leadership	.5		2012--School Grade D

## 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	Work closely with local universities to connect new teachers with the school. Teacher interns are encouraged to work with high performing Lake Trafford Teachers.	Principal Asst. Principal	On-going	
2	Monthly meetings with specific topics will be conducted with new teachers.	Principal Asst. Principal	May 2013	
3	New LTE teachers to Collier County will be assigned an experienced mentor teacher.	Principal Asst. Principal	May 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
11% (8)	Taking ESOL Courses

## 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
71	4.2%(3)	39.4%(28)	38.0%(27)	18.3%(13)	56.3%(40)	100.0%(71)	8.5%(6)	4.2%(3)	73.2%(52)

## 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
Desiraye Alvarado	Kristen Barson	Experienced peer/ mentor teacher, team leader and like professional responsibilities.	Daily touch point/ check Weekly debrief & planning meetings Monthly new teacher meetings Quarterly district mentor/ mentee sessions
Charlene Bake	Jaime Rothring	Experienced peer/ mentor teacher, team leader and like professional responsibilities.	Daily touch point/ check-ins Weekly debrief & planning meetings Monthly new teacher meetings Quarterly district mentor/ mentee sessions
Jason Crosser	Martha Marritt	Experienced peer/ mentor teacher, team leader and like professional responsibilities.	Daily touch point/ check-ins Weekly debrief & planning meetings Monthly new teacher meetings Quarterly district mentor/ mentee sessions

## 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

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal

communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.

LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.

Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.

Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.

As applicable, depending on school:

- District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

#### Title I, Part C- Migrant

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized professional learning that ensures students receive high quality, differentiated instruction.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

#### Title I, Part D

Title I Part D funds will be used to provide Alternative Education Classroom Assistants at Collier Academy and Phoenix Naples; these staff will integrate with district funded instructional staff to supplement and provide intervention to at risk students.

In addition, Title I Part D funds, in collaboration with Title I Part A, will be used to fund a counselor to support the Title I Part D school sites with drop out prevention, student progression and supplemental counseling support.

Title I Part A also sets aside funds that are used to provide Reading Coach to support the staff development of staff at Neglected and Delinquent school sites.

#### Title II

- Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
- Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
- Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:
  - o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
  - o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
  - o Title I and II in-service is coordinated through curriculum staff.
  - o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
  - o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
  - o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

#### Title III

The District School Board of Collier County is collaborating with the utilization of Title I and Title III grant funds. The district provides immersion teachers and bilingual tutors at individual schools with large numbers of ELL and immigrants students. Through Title III and Title I funds, additional positions of tutors, paraprofessionals and teachers have been created to enhance the instruction of English Language Learners. Those positions are above those required by the META Consent Decree.

The district counts also on the support and collaboration of the Title I funds by combining funds from Title I and Title III to support district Teachers on Special Assignment (TSAs) in providing additional services and training to teachers, tutors, and paraprofessionals. The training will occur in Title I and Title III schools. A major initiative of the Co-teaching model is being implemented with fidelity this year. This is a collaborative effort between ESE, ELL Title III and Title I schools. This will allow flexibility in the training by geographical areas, targeting specific teachers, tutors, paraprofessionals and administrators in schools with large numbers of ELL, Title I and immigrant students.

In addition, Title III will fund Teachers on Special Assignment for the SIOP model coaching positions at the secondary level. These positions will enhance training opportunities for teachers, tutors and administrators who work with large numbers of ELL students. The training and support will include classroom visitations for appraisal of training needs, training on special needs, modeling and interventions, recommendations and follow up for improvement in the utilization of taught skills. Title III grant funds will pay for additional paraprofessionals and tutors in schools where there are large numbers of ELL and immigrant students. These positions will be used to assist students in tutorials in the content area courses and/or after school programs. It is expected that students participating will increase their academic skills.

The training that the SIOP coaches (TSAs) will provide will be onsite and clinical. It will take place in the classroom setting whereby students as well as teachers will benefit from the strategies demonstrated by the TSAs without affecting the teaching time since the teachers will not be away from the classroom for training.

Additional benefits include successful teachers and tutors leading and teaching ELL students and Title I students who in a many cases have both classifications, to become literate in English, thus closing the gap between them and mainstream population.

Title III and Title I will also collaborate in the parent workshops and teacher training as part of the parental involvement process. Two parent workshops will be prepared and delivered for parents of Title I students, ELL and immigrant students. The topics will include, but not be limited to, How to Help My Child with Homework, The United States Education System, Understanding Report Cards, How to Do Better on Tests and more. These workshops will also include community business partners such as the Sheriff's office and the Health department among others. They will give orientation to parents about all the topics related to health and security.

#### Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

#### Supplemental Academic Instruction (SAI)

This is restricted funding which provides flexibility for school districts to use funds to help students gain at least a year of knowledge for each year in school. Strategies may include but are not limited to: high school summer school, extended day and extended year programs, class size reduction, and intervention programs.

#### Violence Prevention Programs

The district, through the Safe and Drug Free Schools grant and based on gathered data, determined a list of needs. Target areas included lowering incidences of bullying (violence prevention) in the schools, lowering rates of alcohol, tobacco and other drug use among students, and the development of students' pro-social skills. To that end, programs such as Too Good for Drugs, Positive Behavior Support, Social Norming, and Guiding Good Choices have been selected for implementation in schools. Parents in the Title I schools are offered the Guiding Good Choices program led by the Title I Parent Involvement Specialist. Both Safe and Drug Free Schools and Drug Free Collier are working collaboratively to provide Guiding Good Choices classes for parents in the community. A Bullying Prevention Resource list is available on the district website.

The district's Homeless Liaison, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. The liaison works with school staff and community agencies to identify eligible students, expedite school registration and bus transportation, and provide school supplies. Throughout the school year, the liaison monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts.

## Nutrition Programs

Nutrition Programs: The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools..

## Housing Programs

N/A

## Head Start

### Head Start:

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

## Adult Education

N/A

## Career and Technical Education

Career Education participants are measured using Perkins Accountability standards. For school year 2011-12 the local targets are 67% for Academic Attainment Reading, 86.05% for Academic Attainment Math, 94.35% for Secondary Technical Skills, 96.73% for Secondary School Completion, 95.19% for Secondary School Completion, 95.19% for Secondary Graduation Rate, 83.13% for Secondary Placement, 30% for Non-traditional enrollment, and 98.58% for Non-traditional completion rate. Professional development activities will be implemented to upgrade the reading instruction skills of all Career Education teachers. Reading is integrated in all CE courses. EOY Algebra, and Geometry, is integrated into business education, construction, architectural, drafting and technology courses. Teachers are trained to address the needs of ELL and ESE students as needed. Each academy/program has curriculum integration strategies specific for each subject area. Teachers are also encouraged to complete additional endorsements in NG-CAR-PD and ELL. The district conducts NG-CAR-PD courses for CE teachers and selected CE teachers are completing FOR PD online with UCF. FCAT level 2 (fluent) students will be able to complete their intensive reading requirement in CE classes where the teacher has already completed the CAR-PD endorsement.

## Job Training

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.

## Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Brian Castellani - Principal  
Oliver L. Phipps - Assistant Principal of Curriculum (APC)  
Laura Mendicino - Assistant Principal of Curriculum (APC)  
Joy Bonnaig - Intervention Support Specialist  
School Counselor - Theresa Kalten  
School Psychologist - Gina White

Jerold Thompson - Science Coach  
Susan Pratt - Math Coach  
Sandra Boggs - Reading Coach

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

Our MTSS team meets monthly to discuss implementation and processes challenges to be addressed. Grade level teams meet with team facilitator, guidance counselor and Intervention Support Specialist a minimum once per month with the grade level problem solving team to monitor effectiveness of core instructions and develop, monitor, and review students receiving tiered intervention.

The MTSS Leadership Team consists of the principal, assistant principal, guidance counselor, Intervention Support Specialist, school psychologist, classroom teachers and parent(s) when a student has not positively responded to Tier 1 and Tier 2.

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?

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.

The school will host a school wide MTSS PLC each month to facilitate school wide implementation of the MTSS process. Members of the team are Joy Bonniag-Intervention Support Specialist, Kindergarten--Pamela Sahingoz, First Grade—Desiraye Alvarado, Second Grade--Kylee Fiorante, Third Grade—Kristen Barson, Fourth Grade—Sylvia Rodriguez, Fifth/Sixth Grade—Amy Powers, ESE Team-Melanie Boswell, and Resource Team—Daniel Perez. Monthly PLC team meetings will focus on assessing the effectiveness of the MTSS process, disseminating information to grade level representatives regarding the MTSS process and determining professional development needs.

Federal, state, and local services and programs will provide human and fiscal resources in the RtI implementation plan.

- Federal support comes through the allocation of fiscal resources from entitlement grants, such as Title I, II and III, and IDEA.
- State support, IDEA and Title I will provide instructional materials for core and supplemental instruction, as well as training provided by

FLDOE and USF to support the district and school RtI implementation plans.

- Local and IDEA support is providing a district MTSS coordinator who will meet regularly with building level RtI teams and coordinators to ensure strong implementation of RtI.

Lake Trafford has employed an Intervention Support Specialist to assist school teams that meet in grade level teams as professional learning communities (PLCs) throughout the RtI process. During these monthly RtI team level meetings, the teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed during core 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. This Tier 1 data will be used during PLCs to follow the rate of student progress over time. Teachers share results and best practices.

As students demonstrate a need for additional support beyond Tier 1 core instruction, PLCs and/or the school's MTSS Team determine targeted and/or intensive strategies and interventions. The Data Warehouse data management system continues to follow the student's progress as monitored by the Progress Monitoring Plan (PMP). Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.

Describe the plan to train staff on MTSS.

To provide support at the school building level, the school-based RTI Team oversees the problem solving process, ensures the integrity and consistency of implementation of the process, and to facilitate the RtI Team Meetings.

The district training has incorporated a multi-tiered approach to staff development in the area of RtI. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12) completed an intensive 4 day training on RtI principles and consensus building. The PLC team leaders and key leadership

personnel are charged with the responsibility to move RtI practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator of RtI/PBS through monthly on site walkthroughs, problem-solving meetings, and PLC meetings. Teachers meet with PLCs at least once a month to discuss RtI implementation at their grade level. Finally, mini workshops on RtI-related topics, such as differentiating instruction, data analysis, and specific intervention training are available for district personnel throughout the school year upon the 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. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources.

Describe the plan to support MTSS.

Teachers will be given support by the building leadership team to strengthen core instruction for all students. Students identified as needing additional intervention will be provided with targeted instruction at least 20 minute three times per week. Tiered II students will be monitored at team's monthly MTSS professional learning community meetings. If additional interventions are needed students will be considered for more intensive interventions support. Teachers providing Tiered intervention will meet monthly with intervention support specialist and academic coaches to monitor the progress of students receiving Tier III support and make adjustments to instruction as needed.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal– Dr. Brian Castellani  
Assistant Principal of Curriculum- Oliver L. Phipps  
Assistant Principal of Curriculum - Laura Mendicino  
Reading Coach- Sandra Boggs (Chairperson)  
Kindergarten-Maria Bell  
First Grade- Kristen Kerlin  
Second Grade- Kathleen Karl  
Third Grade- Arlinda Rodriguez  
Fourth Grade- Minerva Valentino  
Fifth/ Sixth Grades- Tiffany Rosenberger  
ESE Team Facilitator- Julieann Roth  
Resource Team- Brenda Horner

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

Our literacy team meets monthly to review literacy initiatives, review data and implementation of these initiatives. 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 reading, writing, 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 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  
[View uploaded file](#) (Uploaded on 10/16/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

### \*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 scaffolded 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:	To increase the percentage of students at Achievement Level 3 in reading as measured by FCAT 2.0 from 20% (79) to 25% (106).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Reading, 20% (79) of students achieved a Level 3 on FCAT 2.0 Reading assessment.	By the end of the school year 2012-13, 25% (106) of students will be at Level 3 as evidenced by the FCAT 2.0 Reading Assessment.

#### 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 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 tested standard/benchmark.	Principal Asst. Principal School Leadership Team Reading Coach	Progress Monitoring through quarterly benchmark assessments Student Data notebooks	Students Data notebooks with achievement goals and contract  Quarterly Assessment Data –  Disaggregated by item complexity rating  CTEM
2		Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments Student Data notebooks	Students Data notebooks with achievement goals and contract  Quarterly Assessment Data –  Disaggregated by item complexity rating  CTEM
		During classroom observations administrators will determine that the Unit's Learning Goal (LG) and Essential Question (EQ) are specific to the standard/benchmark, the	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments Student Data notebooks	Students Data notebooks with achievement goals and contract  Quarterly Assessment Data –

3		EQ is posted and in student-friendly language and that the scale (0-4) is aligned to the LG/EQ and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the EQ and scale. (See CTEM alignment.)			Disaggregated by item complexity rating  CTEM
4		Students will identify an individual unit goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks	Students Data notebooks with achievement goals and contract  Quarterly Assessment Data –  Disaggregated by item complexity rating  CTEM
5	Instructional: 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 at least 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.  School-level data chats: administrator to teacher or team ( at least 2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.  During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks	PLC Meeting Minutes Lesson Plans Quarterly Assessment Data –  Disaggregated by item complexity rating  Administrative/ Teacher Data Chats  CTEM
6	Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Classroom Teachers Resource Teachers Reading Coach Intervention Support Specialist Building Leadership Team	Lesson Plans Administration Classroom Walkthrough Observations (Formal and Informal) Classroom and Resource Teachers Monitoring Student Data MTSS LLT Monitoring Student Data	Lesson Plans MTSS Tiered Supports/ PMP's Quarterly Assessment Data –  Disaggregated by item complexity rating  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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	To increase the percentage of students at Achievement Level 4, 5, and 6 in Reading as measured by Florida Alternate Assessment (FAA) from 21% (3) to 23% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FAA Reading, 21% (3) of students achieved a Level 4, 5, and 6 on FAA in Reading.	By the end of the school year 2012-13, 23% (4) student will be at Achievement Level 4, 5 and 6 in Reading as evidenced by the FAA.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:  Representation- vary the ways students obtain/receive information and knowledge.  Action and Expression- vary the options for demonstrating/ acting upon information and knowledge  Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	Principal Assistant Principal Reading Coach 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 Student Profile  Comparisons  UNIQUE Goals, Preferences, Skills (GPS)  Raz Kids Discrete Trial Trainer 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
	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	During content area instruction, 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	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks	Unique Learning System (ULS): Monthly Benchmark Assessments  Unit Checkpoints Student Profile Comparisons  UNIQUE Goals  Preferences, Skills

3		<p>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 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>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>		(GPS) CTEM
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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>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>To increase the percentage of students at Achievement Level 4 and 5 in Reading as measured by FCAT 2.0 from 14% (54) to 15% (64).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Based on the FY12 FCAT 2.0 Reading assessment, 14% (54) of students achieved Level 4 and 5.</p>	<p>By the end of the school year 2012-13, 15% (64) of the students will score Level 4 and 5 on the FCAT 2.0 Reading assessment.</p>

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 Instructional: 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.	Principal Assistant Principal Reading Coach Leadership Team Reading Coach Reading Resource Teachers Classroom Teachers	Progress Monitoring through quarterly benchmark assessments and student data notebooks	Students data notebook with achievement goals and contract  Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM
2	Rigor Instructional: 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 use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.  During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the tested standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)  Students will write in their student data notebook, a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks	Students data notebook with achievement goals and contract  Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM
	Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions	Professional Learning Communities will meet at least 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks.	Lesson Plans  Quarterly Assessment Data –  Disaggregated by item complexity rating

3	and enrichment are not driven by data and do not address individual student needs	<p>decisions. Meeting minutes will reflect critical analyses.</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 (at least 2X each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.</p> <p>During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.</p>	Instructional Resource Teacher	CTEM
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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.</p> <p>Reading Goal #2b:</p>	<p>Our goal for the 2012-2013 school year is to increase FAA Math proficiency by 5 raw scores or 3 percentage points to 32%</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>The results of the 2012 FAA Reading Test indicate that 29% (4) students with significant cognitive disabilities received a level 7, 8 or 9 in reading proficiency.</p>	<p>By the end of the school year 2012-13, 32% (25) students with significant cognitive disabilities will receive a level 7, 8 or 9 in reading proficiency.</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>Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.</p>	<p>Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of:</p> <p>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.</p>	<p>Principal Assistant Principal Reading Coach Literacy Leadership Team IEP Team Members</p>	<p>Progress Monitoring Data-collected through Pre- and Post-test Monthly Benchmark Assessments.</p>	<p>Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)</p> <p>CTEM</p>

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:	To increase the percentage of students making Learning Gains in reading as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT Reading assessment, 54% (148) of students made learning gains in reading.	By the end of the school year 2012-2013, 59% (175) of students will make learning gains in reading based on FCAT 2.0 Reading assessment.

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 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 tested standard/benchmark.	Principal Asst. Principal School Leadership Team Intervention Support Specialist Reading Coach Reading Resource Teachers Classroom Teachers	Progress Monitoring through quarterly benchmark assessments and student data notebooks.	Students' data notebooks with achievement goals, contract and artifacts demonstrating successful mastery of the standard/benchmark.  Administrative/Teacher Data Chats  Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM

1

Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of daily and unit LG and its embedded standards/benchmarks.

During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

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.

2

Instructional: 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 at least 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.

Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.

School-level data chats: administrator to teacher or team ( at least 2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.

During PLCs, TE will triangulate data to determine appropriate interventions and

Principal  
Assistant Principal  
Reading Coach  
Leadership Team

Progress Monitoring through quarterly benchmark assessments and student data notebooks.

Students' data notebooks with achievement goals, contract and artifacts demonstrating successful mastery of the standard/benchmark.

Administrative/  
Teacher Data Chats

Quarterly Assessment Data – Disaggregated by item complexity rating

CTEM

MTSS Tiered Supports/PMP's

3	<p>Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>supports.</p> <p>During content area instruction, 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 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.</p> <p>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>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>Principal</p> <p>Asst. Principal</p> <p>Reading Coach</p> <p>Leadership Team</p>	<p>Progress Monitoring through quarterly benchmark assessments and student data notebooks.</p>	<p>Students' data notebooks with achievement goals, contract and artifacts demonstrating successful mastery of the standard/benchmark.</p> <p>Administrative/ Teacher Data Chats</p> <p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>CTEM</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:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012-2013 FAA Reading scores indicate that 17% (2) of the students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA Reading Test indicate that 17% (2) of students made learning gains in reading proficiency.	By the end of the 2012-13 school year, 25% (2) of students will make learning gains as evidenced by FAA Reading proficiency.

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 Coach 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
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 Reading Coach 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 Student Profile Comparisons UNIQUE Goals 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 Coach 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 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:	To increase the percentage of students in the Lowest 25% making learning gains in reading from as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Reading assessment, 69%(43)of students in the lowest 25% made learning gains.	By the end of the 2012-2013 school year, 72%(54) of students in the lowest 25% will make learning gains in reading based on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of an established mode of communication limits their ability to provide a consistent, understandable or readable (discernible) response.	Teachers will provide instruction through the use of direct picture support to provide and build content meaning, and elicit a consistent and readable (discernible) response as the primary goal for student engagement and participation.	Principal Assistant Principal Reading Coach 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
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 use pictures and text features in order to: support comprehension, identify main ideas from information,use simple graphs/charts (toget information)and follow simple and sequenced directions.	Principal Assistant Principal Reading Coach 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  Student Profile Comparisons  UNIQUE Goals  Preferences, Skills (GPS)  CTEM
	Rigor Instructional: 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.  Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Principal Assistant Principal Reading Coach Leadership Team	Progress Monitoring through quarterly benchmark assessments and student data notebooks.	Students' data notebooks with achievement goals, contract, and artifacts demonstrating successful mastery of the standard/benchmark.  Administrative/ Teacher Data Chats  PMPs/MTSS  Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM

3

During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

During small group guided practice (GRM) TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed (OPM).

4

Instructional: 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 at least 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.

Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.

School-level data chats: administrator to teacher or team (at least 2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.

Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.

Principal  
Assistant Principal  
Reading Coach  
Leadership Team

Progress Monitoring through quarterly benchmark assessments.  
  
Student Data Notebooks

Students' data notebooks with achievement goals, contract and artifacts demonstrating successful mastery of the standard/benchmark.  
  
Administrative/Teacher Data Chats  
  
PMPs/MTSS  
  
Quarterly Assessment Data – Disaggregated by item complexity rating  
  
CTEM

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.

During content area instruction, 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

Principal  
Assistant Principal  
Reading Coach  
Leadership Team

Progress Monitoring through quarterly benchmark assessments and student data notebooks.

Students' data notebooks with achievement goals, contract and artifacts demonstrating successful mastery of the standard/benchmark.  
  
Administrative/Teacher Data Chats

5	<p>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 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>PMPs/MTSS</p> <p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>CTEM</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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>To decrease the student subgroups by ethnicity making satisfactory progress in Reading as measured by FCAT 2.0 from White: 20% (1), Black: 64% (57), Hispanic: 68% (218), Asian: 100% (1), and American Indian: 80% (4).</p>			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Based on the FY12 FCAT reading assessment, the following subgroup did not make satisfactory progress in Reading: Black 36% (31) and Hispanic 35% (102). The subgroup White met Safe Harbor requirements for Reading.	By the end of the school year 2012-2013, 42% (37) of Black students and 42% (137) of Hispanic students will score Level 3 and higher as evidenced by the FCAT 2.0 Reading assessment.			
<b>Problem-Solving Process to Increase Student Achievement</b>				
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	Monitor progress a minimum of once every 2 weeks using mini-	Principal Assistant Principal	Progress Monitoring through quarterly benchmark assessments,	PLC Meeting Minutes

1	<p>tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</p>	<p>assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.</p> <p>TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.</p>	<p>Reading Coach</p> <p>MTSS</p> <p>Leadership Team</p>	<p>FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.</p>	<p>Lesson Plans</p> <p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p> <p>Administrative/Teacher Data Chats</p> <p>CTEM</p>
2	<p>Interactive Learning Strategies and Differentiated Instruction</p> <p>Instructional: 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>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 by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p> <p>TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>MTSS</p> <p>Leadership Team</p>	<p>Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.</p>	<p>PLC Meeting Minutes</p> <p>Lesson Plans</p> <p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p> <p>Administrative/Teacher Data Chats</p> <p>CTEM</p>
	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies</p> <p>Instructional: Content instruction often does</p>	<p>Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>MTSS</p>	<p>Progress Monitoring through quarterly benchmark assessments and student data notebooks.</p>	<p>PLC Meeting Minutes</p> <p>Lesson Plans</p> <p>Quarterly Assessment Data –</p>

3	not include specific strategies for accessing the text to build comprehension.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Leadership	Disaggregated by item complexity rating  Administrative/ Teacher Data Chats  CTEM
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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:	To decrease the percentage of English Language Learners (ELL) not making satisfactory progress in Reading as measured by FCAT 2.0 from 87% (74) to 35% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 FCAT 2.0 Reading assessment, 28% (56)of the ELL students made satisfactory progress in Reading as measured by FCAT 2.0.	By the end of the school year 2012-2013, 35% (44) of ELL students will make satisfactory progress in Reading as measured by FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.  Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.  TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	Principal Assistant Principal Reading Coach MTSS Leadership Team	Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	Notebooks Lesson Plans Quarterly Assessment Data – Disaggregated by item complexity rating  Administrative/ Teacher Data Chats  CTEM
	Interactive Learning Strategies and Differentiated Instruction	Monitor progress a minimum of once every 2 weeks by monitoring	Principal Assistant Principal	Progress Monitoring through quarterly benchmark assessments,	PLC Meeting Minutes

2	Instructional: 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>student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p> <p>TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.</p>	<p>Reading Coach</p> <p>Reading Resource Teachers</p> <p>MTSS</p> <p>Leadership Team</p>	FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	<p>Lesson Plans</p> <p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p> <p>Administrative/Teacher Data Chats</p>
3	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>Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p> <p>TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>MTSS</p> <p>Leadership Team</p>	Progress Monitoring through quarterly benchmark assessments and student data notebooks.	<p>PLC Meeting Minutes</p> <p>Lesson Plans</p> <p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p> <p>Administrative/Teacher Data Chats</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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	To decrease the percentage of students with Disabilities not making satisfactory progress in reading as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 school year, 19% (13) of SWD made satisfactory progress in Reading as evidenced by FCAT 2.0.	By the end of the school year 2012-13, 27% (21) of SWD will make satisfactory progress as evidenced by FCAT 2.0 in Reading.

**Problem-Solving Process to Increase Student Achievement**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	<p>Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>MTSS</p> <p>Leadership</p>	Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	<p>PLC Meeting Minutes</p> <p>Lesson Plans</p> <p>Quarterly Assessment Data –</p> <p>Disaggregated by item</p>

1		benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.  TE will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Team		complexity rating  Administrative/Teacher Data Chats  CTEM
2	Interactive Learning Strategies and Differentiated Instruction Instructional: 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.	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 by subgroup to determine additional supports that may be needed to close the gap for a specific group.  Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.  TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Reading Coach MTSS Leadership Team	Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	PLC Meeting Minutes  Lesson Plans  Quarterly Assessment Data – Disaggregated by item complexity rating  Administrative/Teacher Data Chats
3	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.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.  TE will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Reading Coach MTSS Leadership Team	Progress Monitoring through quarterly benchmark assessments and Student Data Notebooks.	PLC Meeting Minutes  Lesson Plans  Quarterly Assessment Data – Disaggregated by item complexity rating  Administrative/Teacher Data Chats

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:	To decrease the percentage of Economically Disadvantaged students not making satisfactory progress in reading as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 school year, 35% (132) of Economically Disadvantaged students made satisfactory progress in reading as measured by the FCAT 2.0.	By the end of the school year 2012-2013, 42% (173) of Economically Disadvantaged students made satisfactory progress in reading as measured by the FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	<p>Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.</p> <p>TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.</p>	Principal Assistant Principal Reading Coach MTSS Leadership Team	Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	PLC Meeting Minutes Lesson Plans Quarterly Assessment Data – Disaggregated by item complexity rating Administrative/Teacher Data Chats
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: 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>*See Strategies from Leveled Groups previously mentioned</p> <p>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 by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.</p> <p>TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify</p>	Principal Assistant Principal Reading Coach MTSS Leadership Team	Progress Monitoring through quarterly benchmark assessments, FAIR Progress Monitoring Toolkit, Running Records and student data notebooks.	PLC Meeting Minutes Lesson Plans Quarterly Assessment Data – Disaggregated by item complexity rating Administrative/Teacher Data Chats



Effective Text Dependent Questions	Grades K-6	Reading Coach	Grades K-6	Tuesday Morning PD-Sept.	Classroom Walkthroughs, Lesson Plans	Assistant Principal Reading Coach Leadership Team
Intertextual Triads	Grades K-6	Reading Coach	Grades K-6	Tuesday Morning PD-Oct	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Reading Coach Leadership Team
Reciprocal Teaching	Grades K-6	Reading Coach	Grades K-6	Tuesday Morning PD-February/ongoing	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Reading Coach Leadership Team
Reading Coherence Model (RCM)	Grades K-6	Reading Coach	Grades K-6	Tuesday Morning PD-Oct	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Reading Coach Leadership Team
FAIR Training	New Teachers	Reading Coach	Grades K-6	Sept/Ongoing	PLC Data Meetings	Principal Assistant Principal Reading Coach Leadership Team
Guided Reading/Centers/Running Records	New Teachers	Reading Coach	Grades K-6	Sept/Ongoing	Classroom Walkthroughs, Lesson Plans, Data	Principal Assistant Principal Reading Coach Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ELL Tutor support for students.	Instructional supplies required for successful implementation of the reading curriculum.	Title 1 A (Basic) Title C (Migrant) 3 ELL Tutors are funded by District as required by Meta Consent Decree of FL	\$89,529.00
Student Incentives for Independent Reading.	Prize for Reading Counts and 100 Book Challenge.	Locational Budget	\$1,000.00
			Subtotal: \$90,529.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Literature	Professional Literature will be available for teachers to support the current trends in the area of reading.	Title 1 A and Locational Budget	\$1,500.00
Hire a Reading Coach	Will assist teachers in overcoming problems that arise in the process of choosing appropriate teaching strategies and combining literacy instruction with content area curriculum requirements, helping them work through ways to meet objectives in a manner consistent with their own teaching styles and the school context.	Title 1 (Basic) FSG	\$99,694.00
			Subtotal: \$101,194.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Additional Reading Resource Teachers to support Migrant students.	Teacher Salary and Benefits	Title 1 C	\$239,125.00
Migrant Tutors to support Migrant students.	Tutor Salary and Benefits	Title 1 C	\$45,966.00
Instructional supplies to support the reading curriculum.	Instructional supplies required for successful implementation of the reading curriculum.	Title 1 A and Locational Budget	\$20,000.00
Extended Learning opportunities	Grades 3-6 After-school Program	21st Century Learning Grant	\$81,389.00
Extended Learning opportunities	Grade level field trips	Title 1 A	\$14,000.00
			Subtotal: \$400,480.00
			Grand Total: \$592,203.00

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:		To increase the percentage of students scoring proficient in listening/speaking as measured by the Comprehensive English Language Learning Assessment (CELLA) Goals.			
2012 Current Percent of Students Proficient in listening/speaking:					
By the end of the school year 2012-2013, 30% of students will be scoring proficient in listening/speaking as measured by the Comprehensive English Language Learning Assessment (CELLA) Goals.					
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 scaffolded support for ELL learners by inclusion in small group support for Beginner (B), Low Intermediate (LIN), and High Intermediate (HIN) students as appropriate.	Principal Assistant Principal ESOL Contact Leadership Team	PLCs Student Data Notebooks	CELLA Test CTEM

2	<p>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>	<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 Beginner (B), Low Intermediate (LIN), and High Intermediate (HIN) 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 standards. Teachers will include use of these in weekly lesson plans.</p> <p>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.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>ESOL Contact</p> <p>Leadership Team</p>	<p>PLCs</p> <p>Student Data Notebooks</p>	<p>CELLA Test</p> <p>CTEM</p>
3	<p>Students do not have opportunities for authentic conversations and evaluation of their own or others writing.</p>	<p>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.</p> <p>To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the</p>	<p>Principal</p> <p>Assistant Principal</p> <p>ESOL Contact</p> <p>Leadership Team</p>	<p>PLCs</p> <p>Student Data Notebooks</p>	<p>CELLA Test</p> <p>CTEM</p>

		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.			
4	Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	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.	Principal Assistant Principal ESOL Contact Leadership Team	PLCs Student Data Notebooks	CELLA Test CTEM

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:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	To increase the percentage of students scoring at Achievement Level 3 in mathematics as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Mathematics assessment, 26% (101) of students scored at Achievement Level 3.	By the end of the school year 2012-13, 31% (132) of students will score at Achievement Level 3 as evidenced by FCAT 2.0 Mathematics Assessment.

## 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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.  Teachers will share with students exemplary student work that demonstrates thinking skills and problem-solving strategies for that LG.  Students will identify a goal for achieving a level 3 or 4 on the scale and write a contract for the work he/she will do to demonstrate successful mastery of the standard/benchmark.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Establish, maintain and review of Student Data Notebooks with work samples illustrating student's performance towards mastery of LG, student knowing where they are in relation to the LG through tracking, and standard/benchmark.	Quarterly Assessment Data –  Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle  CTEM
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: 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.	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.  During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Conduct School Level Data Chats twice per month, Teacher/Student Data Chats once per quarter and Student Led Conferences regularly.  Conduct Math PLC meetings at least once every month.	Data Chat Minutes and Action Plans  Math PLC Minutes and Agendas

3	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.	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.	Assistant Principal Math Coach Classroom Teachers Resource Teachers	Incorporation of Model Drawing, whenever opportunities are available, and Thinking Blocks within daily math instruction.	Lesson Plans Coaching Cycle CTEM Quarterly Assessment Data – Disaggregated by item complexity rating
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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 Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency to 32% (25).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FAA, 29% (4) students achieved a Level 4, 5, and 6 in Mathematics.	By the end of the school year 2012-2013, 32% (25) student will achieve a Level 4, 5, and 6 in Mathematics as evidenced by the FAA.

Problem-Solving Process to Increase Student Achievement

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

		motivation			
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	To increase the percentage of students scoring at Achievement Levels 4 and 5 in Mathematics as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Mathematics assessments, 12% (48) of students scored Level 4 or higher.	By the end of the school year 2012-13, 13% (55) of the students will score Level 4 or higher on the FCAT 2.0 Mathematics assessment.

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with high achieving students to utilize Investigations Differentiation and Intervention Guide for extension activities that will meet the requirements.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Establish, maintain and review of Student Data Notebooks with work samples illustrating student's performance towards mastery of LG, student knowing where they are in relation to the LG through tracking, and standard/benchmark.  CTEM- Informal and formal classroom observations  Lesson Plan Review	Quarterly Assessment Data –  Disaggregated by item complexity rating  CTEM  Data Chats  Lesson Plans
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not	School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.  During PLCs, TE will triangulate data to	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers  Intervention	Conduct data chats: Admin to teacher/ team (2x monthly), Teacher to student (at least 1x per month 0 and regular student led conferences.  Triangulate math data during PLC Meetings.	Quarterly Assessment Data –  Disaggregated by item complexity rating  Data Chat Minutes and Action Plans  PLC Meeting Agenda and Minutes

	driven by data and do not address individual student needs.	determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Support Specialist		
3	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.	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.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Incorporation of Model Drawing, whenever opportunities are available, and Thinking Blocks within daily math instruction.	Lesson Plans Coaching Cycle CTEM Quarterly Assessment Data – Disaggregated by item complexity rating

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:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency percentage points to 23% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FAA, 21% (3) students scored at or above Achievement Level 7 in Mathematics.	By the end of the school year 2012-2013, 23% (18) students will score at or above Achievement Level 7 in Mathematics as evidenced by the FAA.

Problem-Solving Process to Increase Student Achievement

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

		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			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:	To increase the percentage of students making learning gains in Math as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Mathematics assessment, 65% (178) made learning gains in Mathematics.	By the end of the school year 2012-2013, 69% (204) will make learning gains in Mathematics based on the FCAT 2.0 Mathematics assessment.

**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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	TE will meet with students individually or in small groups to ensure understanding of the LG and expectations, share with students exemplary student work that demonstrates thinking skills and problem-solving strategies for that LG for achievement based on the scale. TE will guide students to set personal goals and to identify steps for achieving the goal.  TE will utilize Investigations Differentiation and Intervention Guide for	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Establish, maintain and review of Student Data Notebooks with work samples illustrating student's performance towards mastery of LG, student knowing where they are in relation to the LG through tracking, and standard/ benchmark.  CTEM- Informal and formal classroom observations  Lesson Plan Review	Quarterly Assessment Data – Disaggregated by item complexity rating  Lesson Plans Coaching Cycle  CTEM

		extension, intervention, and practice activities as appropriate for students to demonstrate mastery.			
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: 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.	During PLCs, TE will triangulate data to determine appropriate interventions and supports.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers Intervention Support Specialist	Triangulate math data during PLC Meetings.	Quarterly Assessment Data –  Disaggregated by item complexity rating  PLC Data Meeting Minutes and Action Plans
3	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.	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.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Incorporation of Model Drawing, whenever opportunities are available, and Thinking Blocks within daily math instruction.	Lesson Plans Coaching Cycle CTEM Quarterly Assessment Data –  Disaggregated by item complexity rating

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:	Our goal for the 2012-2013 school year is to increase the students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FAA, 11% (1) of students made learning gains in Mathematics.	By the end of the school year 2012-2013, 20% (10) of students will make learning gains in Mathematics as evidenced by FAA.

**Problem-Solving Process to Increase Student Achievement**

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

		offer appropriate challenges to increase motivation.			
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:	To increase the percentage of students in the Lowest 25% making learning gains in Mathematics as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Mathematics assessment, 74% (47) of students are in the lowest 25%.	By the end of the 2012-2013 school year, 77% (58) of students will make gains in Mathematics based on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/	During small group guided practice or data chat, TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success.	Principal Assistant Principal Math Coach Classroom Teachers	Establish, maintain and review of Student Data Notebooks with work samples illustrating student's performance towards mastery of LG, student knowing where they are in relation to	Quarterly Assessment Data – Disaggregated by item complexity rating Lesson Plans

1	benchmark.	<p>Conduct monthly data chats with individual students. TE will share with students exemplary student work that demonstrates thinking skills and problem-solving strategies for that LG.</p> <p>Students will chart their progress toward the goal, modifying goal as appropriate. TE will utilize Investigations Differentiation and Intervention Guide for intervention and practice activities, gathering assessment data a minimum of once every two weeks (OPM).</p>	<p>Resource Teachers</p> <p>Intermediate Resource Team</p>	<p>the LG through tracking, and standard/ benchmark.</p> <p>CTEM- Informal and formal classroom observations</p> <p>Lesson Plan Review</p>	<p>Coaching Cycle</p> <p>CTEM</p>
2	<p>Interactive Learning Strategies and Differentiated Instruction</p> <p>Instructional: 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>School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.</p> <p>Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Coach</p> <p>Classroom Teacher</p> <p>Resource Teachers</p> <p>Intervention Support Specialist</p>	<p>Conduct data chats: Admin to teacher/ team (2x monthly), Teacher to student (at least 1x per month 0 and regular student led conferences.</p> <p>Triangulate math data during PLC Meetings.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Data Chat Minutes and Action Plans</p> <p>PLC Meeting Agenda and Minutes</p> <p>CTEM</p>
3	<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies</p> <p>Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.</p>	<p>Through differentiated instruction, Model Drawing, and multi-tiered supports, TE will scaffold support for meeting high expectations.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Coach</p> <p>Classroom Teachers</p> <p>Resource Teachers</p>	<p>Incorporation of Model Drawing, whenever opportunities are available, and Thinking Blocks within daily math instruction.</p>	<p>Lesson Plans</p> <p>Coaching Cycle</p> <p>CTEM</p> <p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # To reduce our achievement gap by 50% in six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	67%	

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.	To decrease the percentage of student subgroups by ethnicity not making satisfactory progress in Mathematics as measured by FCAT 2.0.
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Mathematics Goal #5B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the FY12 FCAT 2.0 Mathematics assessment, 39% (113) Hispanic students, and 100% (1) Asian student did not make satisfactory progress in Mathematics.		By the end of the school year 2012-2013, 100% (4) White students, 46% (40) Black students, and 45% (147) Hispanic students will make satisfactory progress in Mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of leveled/differentiated instruction with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: 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.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will utilize Investigations Differentiation and Intervention Guide for intervention and practice activities to remove the barrier.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of leveled/differentiated instruction with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM
3	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.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of leveled/differentiated instruction with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		To decrease the percentage of English Language Learners not making satisfactory progress in mathematics as measured by FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the FY12 FCAT 2.0 Mathematics assessment, 36%(72) of the ELL students made satisfactory progress in mathematics.		By the end of the school year 2012-2013, 42% (68) of ELL students will make satisfactory progress in mathematics as evidenced by FCAT 2.0 Mathematics assessment.			
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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of leveled/differentiated instruction with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM
2	Interactive Learning Strategies and Differentiated Instruction Instructional: 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.	TE will develop and utilize interactive math word walls with input from students and incorporate student math vocabulary and concept journals to meet the needs of English Language Learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of embedded range of ELL strategies with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM
3	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.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.  TE will utilize multiple ELL strategies to meet the needs of English language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers	Review of embedded range of ELL strategies with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle 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 subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>To decrease the percentage of Students with Disabilities (SWD) not making satisfactory progress in mathematics as measured by FCAT 2.0.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Based on the FY12 school year, 30% (21)of SWD made satisfactory progress in mathematics as based on FCAT 2.0.</p>	<p>By the end of the school year 2012-2013, 37% (28) SWD will make satisfactory progress in mathematics as based on FCAT 2.0.</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
<p>1 Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.</p>	<p>TE will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved math skills, and utilizing Investigations Differentiation and Intervention Guide for intervention and practice activities. Provide lesson plans in an agreed upon central database to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.</p>	<p>Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers ESE Teachers</p>	<p>Review of ESE instructional resources, to meet IEP specified remediation/ differentiation /accommodations to provide appropriate range of ESE strategies with progress monitoring specific to targeted closing academic gap/needs of subgroups.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM</p>
<p>2 Interactive Learning Strategies and Differentiated Instruction Instructional: 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>TE will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved math skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.</p>	<p>Principal Assistant Principal Math Coach Classroom Teachers Resource Teachers ESE Teachers</p>	<p>Review of ESE instructional resources, to meet IEP specified remediation/ differentiation /accommodations to provide appropriate range of ESE strategies with progress monitoring specific to targeted closing academic gap/needs of subgroups.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM</p>
<p>Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often</p>	<p>TE will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional</p>	<p>Principal Assistant Principal Math Coach Classroom Teachers</p>	<p>Review of ESE instructional resources, to meet IEP specified remediation/ differentiation /accommodations to provide appropriate range of ESE strategies with progress monitoring specific to targeted closing academic gap/needs of subgroups.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating Student Data</p>

3	does not include specific strategies for accessing the text to build comprehension.	practices.	Resource Teachers  ESE Teachers	Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle  CTEM
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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:	To decrease the percentage of Economically Disadvantaged students not making satisfactory progress in mathematics as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 school year, 39% (147) of Economically Disadvantaged students made satisfactory progress in mathematics as evidenced by FCAT 2.0.	By the end of the school year 2012-2013, 45% (185) of Economically Disadvantaged students will make satisfactory progress in mathematics as evidenced by FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Principal  Assistant Principal  Math Coach  Classroom Teachers  Resource Teachers  ESE Teachers	Review of leveled/differentiated instruction with progress monitoring specific to targeted closing academic gap/needs of subgroups.	Quarterly Assessment Data –  Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle  CTEM
2	Interactive Learning Strategies and Differentiated Instruction  Instructional: 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.	TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will utilize Investigations Differentiation and Intervention Guide for extension, intervention, and practice activities to remove the barrier.	Principal  Assistant Principal  Math Coach  Classroom Teachers  Resource Teachers  ESE Teachers	Review of data by subgroup with differentiated instructional plans driven by targeted/identified achievement gaps by subgroup.	Quarterly Assessment Data –  Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle  CTEM
	Use of Informational Text across all Content to Teach Reading and Writing Skills and	TE will maintain data by sub-group in order to identify issues specific to the risk-factors	Principal  Assistant Principal	Review of data by subgroup with differentiated instructional plans driven	Quarterly Assessment Data –  Disaggregated by

3	Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	associated with the subgroup. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Math Coach Classroom Teachers Resource Teachers ESE Teachers	by targeted/identified achievement gaps by subgroup.	item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM
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End of Elementary School Mathematics 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
Using Test Item Specification to Increase Questioning Rigor	Grades 3-6/Mathematics	Math Coach and other Academic Coaches	Grades 3-6	Tuesday Morning PD-Sept	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Math Coach Leadership Team
Triangulating Data	Grades K-6/Mathematics	Math Coach and other Academic Coaches	Grades K-6 ESE Teachers Resource Teachers	Early Release Day-Sept/ongoing	PLC Data Meetings	Principal Assistant Principal Math Coach Leadership Team
Effectively Using Collaborative Comprehension Strategies (CCS) Across All Content Areas	Grades K-6/Mathematics	Math Coach and other Academic Coaches	Grades K-6 ESE Teachers Resource Teachers	Tuesday Morning PD-Sept	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Math Coach Leadership Team
Monthly Math Coaches' Meetings and quarterly Pioneer Math Trainings offered for Pioneer Math teachers in grade bands for K-1, 2-3, and 4-5.	Grades K-5	District Math Coordinator	Math Coach Math Pioneer teachers for grades K-1, 2-3, and 4-5.	Monthly and Quarterly	Lesson Plans Meeting Minutes	Principal Assistant Principal Leadership Team

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a Math Coach to work with teachers and intervention strategies.	Will assist teachers in math interventions and strategies as well as choosing appropriate teaching strategies with the math content area curriculum requirements.	Title 1 A (Basic) Title 1 C (Migrant)	\$78,291.00
			Subtotal: \$78,291.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities	Grade level field trips	Title 1 A	\$14,000.00
			Subtotal: \$14,000.00
			<b>Grand Total: \$92,291.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		To increase the percentage of students scoring at Achievement Level 3 in Science as measured by FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the FY12 FCAT 2.0 Science, 18% (17) of students achieved a Level 3 on the FCAT 2.0 Science assessment.		By the end of the school year 2012-13, 26% (26) of students will be at Level 3 as evidenced by FCAT 2.0 Science Assessment.			
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 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	Principal Assistant Principal Science Coach Classroom Teachers Resource Teachers	Progress monitoring of coaching cycle and student data review  Review of lesson plans  Formal and Informal classroom observations	Quarterly Assessment Data – Disaggregated by item complexity rating in Data Warehouse  Student Data Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle

1		<p>student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.</p> <p>Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.</p>			CTEM
2	<p>Interactive Learning Strategies and Differentiated Instruction Instructional: 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. Meeting minutes will reflect critical analyses.</p> <p>5E Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.</p> <p>School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.</p> <p>During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration.</p>	<p>Principal Assistant Principal Science Coach Classroom Teachers Resource Teachers</p>	<p>Progress monitoring of coaching cycle and student data review Review of lesson plans Formal and Informal classroom observations</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating Student Data Notebooks Teacher Data Chats Lesson Plans Coaching Cycle CTEM</p>
3	<p>Students have limited experiences with hands-on learning opportunities, limited technology resources for additional support</p>	<p>A full-time Science Coach will be utilized to help facilitate Science instruction. All K- 6 classrooms will</p>	<p>Principal Assistant Principal Science Coach</p>	<p>Grade level Professional Learning Communities Math/Science Committee meeting</p>	<p>Pre/Mid/Post District Assessments FCAT 2.0</p>

	and practice, and limited science vocabulary and background knowledge.	utilize an interactive science word wall.		discussions Formal and informal observations	Grade Level Assessments CTEM
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.	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.	Principal Assistant Principal Science Coach Reading Coach Classroom Teachers Resource Teachers	Progress monitoring of coaching cycle and student data review Review of lesson plans Formal and Informal classroom observations	Lesson Plans Coaching Cycle 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Our goal for the 2012-2013 school year is to increase FAA Science proficiency percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FY12 FAA, 0% (0) of students scored at Levels 4, 5, and 6.	By the end of the school year 2012-2013, 10% (2) of students will score at Levels 4, 5, and 6 as evidenced by FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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
	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	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	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 scientific exploration.	IEP Team Members		
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:	To increase the percentage of students scoring at or above Achievement Levels 4 and 5 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Science assessments, 1% (1) of students scored Level 4 or higher.	By the end of the school year 2012-13, 10% (2) of the students will score Level 4 or higher on the FCAT Science assessment.

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 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, FCAT 2.0 "cluster document," 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.	Principal Assistant Principal Science Coach Classroom Teachers Resource Teachers	Progress monitoring of coaching cycle and student data review  Review of lesson plans  Formal and Informal classroom observations	Quarterly Assessment Data – Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  Lesson Plans  Coaching Cycle  CTEM
	Interactive Learning	During PLCs, TE will	Principal	Review and progress	Quarterly

2	Strategies and Differentiated Instruction Instructional: 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.	triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Assistant Principal Science Coach Classroom Teachers Resource Teachers	monitor triangulate science data from monthly PLC Meetings.	Assessment Data – Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  PLC Agenda, Meeting Minutes and Action Plan  CTEM
3	Interactive Learning Strategies and Differentiated Instruction Instructional: 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.	During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Principal Assistant Principal Science Coach Classroom Teachers Resource Teachers	Review and progress monitor triangulate science data from monthly PLC Meetings.	Quarterly Assessment Data – Disaggregated by item complexity rating  Student Data Notebooks  Teacher Data Chats  PLC Agenda, Meeting Minutes and Action Plan  CTEM
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.	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.	Principal Assistant Principal Science Coach Reading Coach Classroom Teachers Resource Teachers	Progress monitoring of coaching cycle and student data review  Review of lesson plans  Formal and Informal classroom observations	Quarterly Assessment Data – Disaggregated by item complexity rating  Teacher Data Chats  Lesson Plans  Coaching Cycle  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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Our goal for the 2012-2013 school year is to increase FAA Science proficiency percentage points to 10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 FAA (District) Science Test indicate that 0 or 0% of students with significant cognitive disabilities received a Level 7-9 in Science at the proficient level.	By the end of the school year 2012-2013, 10% (2) of students with significant cognitive disabilities will receive an increase in Level 7-9 in Science at the proficient level.

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: 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	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.

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
Effectively Using Collaborative Comprehension Strategies (CCS) Across All Content Areas	Grades K-6	Math Coach and other Academic Coaches	Grades K-6	Tuesday Morning PD-Sept	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Science Coach Leadership Team
Using Test Item Specification to Increase Questioning Rigor	Grades 3-6	Science Coach and other Academic Coaches	Grades 3-6	Tuesday Morning PD-Sept.	Classroom Walkthroughs, Lesson Plans	Principal Assistant Principal Science Coach Leadership Team
Triangulating Data	Grades K-6	Science Coach and other Academic Coaches	Grades K-6	Early Release Day-Sept/ongoing	PLC Data Meetings	Principal Assistant Principal Science Coach Leadership Team

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
Hire a Science Coach	Will assist teachers in science interventions, strategies, STEM, and hands-on experiments, as well as choosing appropriate teaching strategies with the science content area curriculum requirements.	Title 1 A FSG	\$86,891.00
			Subtotal: \$86,891.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning opportunities	Grade level field trips	Title 1 A	\$14,000.00
			Subtotal: \$14,000.00
			<b>Grand Total: \$100,891.00</b>

End of Science Goals

## Writing Goals

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

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

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	To increase the percentage of students scoring at Achievement Level 3.0 or higher in Writing as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT 2.0 Writing assessment, 68% (70) of students scored at Level 3.0 or higher.	By the end of the school year 2012-13, 75% (77) of the students will achieve a score of Level 3 or higher on the FCAT 2.0 Writing assessment.

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 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.  Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.  During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine	Principal Assistant Principal Reading Coach Resource Teachers Leadership Team Classroom Teachers	Progress Monitoring through quarterly writing assessments and student data notebooks.	Quarterly Writing Prompt  CTEM

		<p>understanding of the LG and scale. (See CTEM alignment.)</p> <p>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 or 4 of Webb's DOK.</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>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>			
2	<p>Interactive Learning Strategies and Differentiated Instruction</p> <p>Instructional: 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. Meeting minutes will reflect critical analyses.</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 (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.</p> <p>During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Leadership Team</p>	<p>Progress Monitoring through quarterly writing assessments and student data notebooks.</p>	<p>Quarterly Writing Prompt</p> <p>CTEM</p>

3	<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 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 use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)</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>Principal Assistant Principal Reading Coach Leadership Team</p>	<p>Progress Monitoring through quarterly writing assessments and student data notebooks.</p>	<p>Quarterly Writing Prompt CTEM</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>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:</p>	<p>Our goal for the 2012-2013 school year is to increase FAA Writing proficiency to percentage points to 10% (10).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>The results of the 2012 FAA (District) Writing Test indicate that 0 or 0% of students with significant cognitive disabilities received a Level 4-9 in Writing at the proficient level.</p>	<p>By the end of the school year 2012-2013, 10% (2) of students with significant cognitive disabilities will have an increase of Level 4-9 in Writing at the proficient level as evidenced by FAA (District) Writing Test.</p>

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	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	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	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

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
Written Response with Text Evidence	Grades K-6	Reading Coach	Grades K-6	Tuesday Morning PD-Sept.	Classroom Walkthroughs  Lesson Plans	Principal Assistant Principal

Revised Rubric Training	Grades 2-6	Reading Coach	Grades 2-6	Aug/Sept: 2nd, 5th & 6th Aug/Feb.: 3rd & 4th	Classroom Walkthroughs Lesson Plans Data Chats	Reading Coach Principal Assistant Principal Reading Coach
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Concentrated writing instruction based on the core concepts of the writing process.	Writing conference student materials.	Title 1 A, Locational Budget, and private donors.	\$5,000.00
			Subtotal: \$5,000.00
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
Consistent scoring of writing.	Writing Rubric Training	Title 1 A	\$500.00
Consistent curriculum focused on core writing traits.	Write Traits Training	Title 1 A and Locational Budget	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional materials to support writing curriculum.	Write Trait Kits and resources Anchor Texts	Title 1 A and Locational Budget	\$2,500.00
			Subtotal: \$2,500.00
			<b>Grand Total: \$8,500.00</b>

End of Writing 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:	To increase school attendance by 5% by the end of the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the FY12 school year, the student attendance rate was 68% (70).	At the end of the 2012-13 school year, the average student attendance rate will be at 75% (77).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the FY12 school year, 25%(231) students had 10 or more absences.	At the end of the 2012-13 school year, 20%(152) students or less will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

During the FY12 school year, 15%(124) students had 10 or more tardies.

At the end of the 2012-13 school year, 10%(76) students or less will have 10 or more tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to 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>Assistant Principal</p> <p>Data Entry</p> <p>PBS Committee</p>	Weekly checks of student enrollment, daily attendance figures, tardy logs	<p>Student Pass</p> <p>TERMS</p>
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>Assistant Principal</p> <p>School Counselor</p> <p>PBS Committee</p>	Weekly checks of student enrollment, daily attendance figures, and tardy logs.	<p>Student Pass</p> <p>TERMS</p>
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>MTSS Problem Solving Team will determine are there major life functioning issues that could warrant individualized interventions or Section 504 accommodations for those students with chronic absenteeism.</p> <p>Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects.</p> <p>Instructional coaches will support content</p>	<p>Assistant Principal</p> <p>Academic Coaches</p> <p>MTSS</p>	<p>Quarterly checks of student attendance and tardies.</p> <p>PLCs Notes</p>	<p>Student Pass</p> <p>TERMS</p> <p>Data Warehouse</p>

	area teachers through engaging the coaching cycle as appropriate.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monday "Jean Day"	Students that have a week of perfect attendance and no tardies will be able to wear blue jeans on the following Monday.	NA	\$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
Assistant Principal and front office secretary will closely monitor attendance and tardies.	Weekly attendance print-outs from TERMS will be given to the Assistant Principal and front office secretary to check over.	NA	\$0.00
Positive Behavior Support (PBS) Committee	Positive Behavior Support (PBS) Committee will engage in problem analysis activities to identify instructional, curricular, and environmental barriers to attendance.	NA	\$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:	To decrease the number of student in-school suspensions (ISS).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the FY12 school year, 40 In-School Suspension (ISS) were given.	By the end of the 2012-13 school year, 20 or less in-school suspensions (ISS) will be given.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the FY12 school year, 40 students served In-School Suspension (ISS.)	By the end of the 2012-13 school year, 20 or less of all students will serve an In-School Suspension (ISS).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the FY12 school year, 2 Out-of-School Suspensions (OSS) were given.	By the end of the 2012-13 school year, 2 or less of all students will be given an Out-of-School Suspension (OSS).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the FY12 school year 2 students were given an Out-of-School Suspension (OSS).	By the end of the 2012-13 school year, 2 or less of all students will be given an Out-of-School Suspension (OSS).

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 Instructional Staff Non-Instructional Staff PBS Committee	Office Referrals  PBS Meeting discussions	Student Pass
2	Inconsistent implementation throughout the school campus.	Staff will write positive student referrals and letters to parents.  Positive phone calls will also be made.	PBS Committee	Office Referrals  PBS Meeting discussions	Student Pass
3	Inconsistent implementation throughout the school campus.	Building Leadership Team will meet weekly to discuss individual student concerns. Plans will be created to assist individual students.	Principal	Individual Student Referrals following discussion and intervention.	Student Pass
4	Inconsistent implementation of created plans throughout the student day (lunch, recess, related arts,	Teachers will work with School Counselors and/or Intervention Support Specialist to create behavioral plans specific to individual	Assistant Principal School Counselor Intervention	Individual Student Referrals following discussion and intervention.	Student Pass

	classroom).	student need.	Support Specialist		
5	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.	Assistant Principal  School Counselor  Classroom Teacher  PBS Committee	PBS Meeting discussions  Office Referrals	Student Pass

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						

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

# Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To collaborate with families as full partners in the learning and development of their children.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the FY12 school year over 95% of Lake Trafford Elementary School students participated in school activities.	During the 2012-2013 school year over 97% of the parents of students at Lake Trafford Elementary School will be involved in school activities.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A majority of the students have non-English speaking parents. They feel uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school.	Provide all printed material in English, Spanish, and Creole.  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.	Principal Assistant Principal Leadership Team Classroom Teachers	Attendance is taken at each event and the percentage of participation is compared to the total school enrollment at each type of event.	Percentage of parental participation.
2	Parents have limited transportation options causing some not to participate in school events.	Use Migrant Liaison to reach out to migrant parents.	Principal	Involvement data for migrant parents.	Percentage of parental participation.
3	Parents are not able to participate in school events during the day.	Host monthly Arts and Academic Nights for parents at each grade level. Dinner will be provided.	Principal Assistant Principal Music Teacher Classroom Teachers	Attendance is taken at each event and the percentage of participation is compared to the total school enrollment at each type of event.	Percentage of parental participation.
4	Parents are not able to participate in school events during the day.	Parents will have the opportunity to participate in Report Card night and Student Led Conferencing in all grade levels. Student led conferences will also be conducted in the evenings.	Principal Assistant Principal	Attendance is taken at each event and the percentage of participation is compared to the total school enrollment at each type of event.	Percentage of parental participation.
5	Parents have limited understanding of what is expected of their child in each academic area.	A monthly grade level workshop will be conducted for parents on grade level academic expectations. Translation services will be provided.	Principal Assistant Principal Academic Coaches	Observation and attendance data	Percentage of parental participation.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School communication provided to all parents.	Will provide parents with information and a variety of resources in the form of informational print materials, informational meetings, parent training opportunities, and input in decision making through involvement in the School Advisory Council (SAC) that can lead to increasing student performance in school.	Title 1 A	\$1,000.00
Parent Trainings	Will provide parents with hands-on materials and resources during monthly grade level parent training opportunities that can lead to increasing student performance in school.	SCHIMPR	\$946.00
			Subtotal: \$1,946.00
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: \$1,946.00

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.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 content.	Principal Assistant Principal Science Coach Math Coach Reading Coach Instructional Resource Teacher Resource Teachers Classroom Teachers	Progress Monitoring through Walkthroughs and student data notebooks.	PLC Meeting Minutes Lesson Plans Administrative/Teacher Data Chats CTEM
2		Provide IR activities that support science and technology integration including Vernier Probes, K'nex, Lego Mindstorms Robotic Kits, Rocket Kits, and Project Sky Math Kits.	Principal Assistant Principal Science Coach Instructional Resource Teacher	Progress Monitoring through Walkthroughs.	PLC Meeting Minutes Lesson Plans 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.

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	Grades K-6	Science Coach Math Coach	Grades K-6	TBD	TBD	Principal Assistant Principal Math Committee Science Committee

Common Core State Standards	Grade 6	Science Coach Math Coach	Grade 6	TBD	TBD	Principal Assistant Principal Math Committee Science Committee
Best Practices through Edmodo collaboration	Grades K-6	Instructional Resource Teacher Science Coach	Grades K-6	Quarterly	TBD	Principal Assistant Principal Science Coach Instructional Resource Teacher

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
Extended Learning Opportunities	Grade level field trips	Title 1 A	\$14,000.00
			Subtotal: \$14,000.00
			Grand Total: \$14,000.00

End of STEM Goal(s)

## Additional Goal(s)

To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development. Goal		To provide a safe, caring, rigorous learning environment for a diverse student body, that offers multiple opportunities for success and supports student achievement and development.			
To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development. Goal #1:					
2012 Current level:		2013 Expected level:			
During the 2011-2012 school year, 25% of Lake Trafford Elementary School Students received a major office referral		For the 2012- 2013 school year, Lake Trafford Elementary will decrease the percentage of students receiving a major office referral to 20% of all students.			
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	Consistent implementation throughout the Lake Trafford School Campus.	Continued implementation and refinement of the Positive Behavior Support Program. This program includes student and staff recognitions, incentives for appropriate behavior, and class recognition.	PBS Committee Assistant Principal	Monitoring program and office referrals	Student Pass
2	Consistent implementation throughout the Lake Trafford School Campus.	Morning News Show and classroom time devoted to review and teaching of the PBS traits: Be Respectful, Be Responsible, and Be Resourceful.	PBS Committee Assistant Principal	Monitoring program and office referrals	Student Pass
3	Consistent implementation throughout the Lake Trafford School Campus.	PBS expectations will be presented to all staff and students.	PBS Committee Assistant Principal	Monitoring program and office referrals	Student Pass
4	Consistent implementation throughout the school.	Create and maintain teacher guided instructional program focused on advancement through Webb's Depth of Knowledge (DOK) and the interactive engagement of students with peers and resources.	Principal Assistant Principal Reading Coach Math Coach	Lesson Plans PLC discussion topics	Student Pass

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

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

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

Budget:

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

*End of To provide a safe, caring, rigorous learning environment, for a diverse student body, that offers multiple opportunities for success and supports student achievement and development. Goal(s)*

To nurture and engage an active community of families, organizations and volunteers who will work with the school to help all students succeed. Goal:

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

1. To nurture and engage an active community of families, organizations and volunteers who will work with the school to help all students succeed. Goal

To nurture and engage an active community of families, organizations and volunteers who will work with the school to help all students succeed. Goal

To increase the number of parent and community volunteers.

#1:	
2012 Current level:	2013 Expected level:
In 2011-12 Lake Trafford Elementary had 10 regular volunteers.	In 2012-13 Lake Trafford Elementary will have 15 or more regular volunteers.

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	Community members lack time due to work schedules.	Recruit volunteers from outside of school zone and form partnerships with other Collier County schools.	School Counselor Assistant Principal	Number of active volunteers and hours	Volunteer hours
2	Community members lack time due to work schedules.	Train parents and community members interested in volunteering.	School Counselor Assistant Principal	Number of active volunteers and hours	Volunteer hours

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

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

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

Budget:

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

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

*End of To nurture and engage an active community of families, organizations and volunteers who will work with the school to help all students succeed. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide ELL Tutor support for students.	Instructional supplies required for successful implementation of the reading curriculum.	Title 1 A (Basic) Title C (Migrant) 3 ELL Tutors are funded by District as required by Meta Consent Decree of FL	\$89,529.00
Reading	Student Incentives for Independent Reading.	Prize for Reading Counts and 100 Book Challenge.	Locational Budget	\$1,000.00
Writing	Concentrated writing instruction based on the core concepts of the writing process.	Writing conference student materials.	Title 1 A, Locational Budget, and private donors.	\$5,000.00
Attendance	Monday "Jean Day"	Students that have a week of perfect attendance and no tardies will be able to wear blue jeans on the following Monday.	NA	\$0.00
Parent Involvement	School communication provided to all parents.	Will provide parents with information and a variety of resources in the form of informational print materials, informational meetings, parent training opportunities, and input in decision making through involvement in the School Advisory Council (SAC) that can lead to increasing student performance in school.	Title 1 A	\$1,000.00
Parent Involvement	Parent Trainings	Will provide parents with hands-on materials and resources during monthly grade level parent training opportunities that can lead to increasing student performance in school.	SCHIMPR	\$946.00
				Subtotal: \$97,475.00
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
Reading	Provide Professional Literature	Professional Literature will be available for teachers to support the current trends in the area of reading.	Title 1 A and Locational Budget	\$1,500.00
Reading	Hire a Reading Coach	Will assist teachers in overcoming problems that arise in the process of choosing appropriate teaching strategies and combining literacy instruction with content area curriculum requirements, helping them work through ways to meet objectives in a manner consistent with their own teaching styles	Title 1 (Basic) FSG	\$99,694.00

Mathematics	Hire a Math Coach to work with teachers and intervention strategies.	and the school context. Will assist teachers in math interventions and strategies as well as choosing appropriate teaching strategies with the math content area curriculum requirements.	Title 1 A (Basic) Title 1 C (Migrant)	\$78,291.00
Science	Hire a Science Coach	Will assist teachers in science interventions, strategies, STEM, and hands-on experiments, as well as choosing appropriate teaching strategies with the science content area curriculum requirements.	Title 1 A FSG	\$86,891.00
Writing	Consistent scoring of writing.	Writing Rubric Training	Title 1 A	\$500.00
Writing	Consistent curriculum focused on core writing traits.	Write Traits Training	Title 1 A and Locational Budget	\$500.00
				Subtotal: \$267,376.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional Reading Resource Teachers to support Migrant students.	Teacher Salary and Benefits	Title 1 C	\$239,125.00
Reading	Migrant Tutors to support Migrant students.	Tutor Salary and Benefits	Title 1 C	\$45,966.00
Reading	Instructional supplies to support the reading curriculum.	Instructional supplies required for successful implementation of the reading curriculum.	Title 1 A and Locational Budget	\$20,000.00
Reading	Extended Learning opportunities	Grades 3-6 After-school Program	21st Century Learning Grant	\$81,389.00
Reading	Extended Learning opportunities	Grade level field trips	Title 1 A	\$14,000.00
Mathematics	Extended Learning Opportunities	Grade level field trips	Title 1 A	\$14,000.00
Science	Extended Learning opportunities	Grade level field trips	Title 1 A	\$14,000.00
Writing	Instructional materials to support writing curriculum.	Write Trait Kits and resources Anchor Texts	Title 1 A and Locational Budget	\$2,500.00
Attendance	Assistant Principal and front office secretary will closely monitor attendance and tardies.	Weekly attendance print-outs from TERMS will be given to the Assistant Principal and front office secretary to check over.	NA	\$0.00
Attendance	Positive Behavior Support (PBS) Committee	Positive Behavior Support (PBS) Committee will engage in problem analysis activities to identify instructional, curricular, and environmental barriers to attendance.	NA	\$0.00
STEM	Extended Learning Opportunities	Grade level field trips	Title 1 A	\$14,000.00
				Subtotal: \$444,980.00
				<b>Grand Total: \$809,831.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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.

[View uploaded file](#) (Uploaded on 10/4/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Collier School District LAKE TRAFFORD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	49%	77%	31%	219	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	58%	45%			103	3 ways to make gains: ● 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?	71% (YES)	40% (NO)			111	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					433	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Collier School District LAKE TRAFFORD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	60%	85%	23%	228	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	56%	51%			107	3 ways to make gains: ● 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?	68% (YES)	54% (YES)			122	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					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested