FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINECREST ELEMENTARY SCHOOL

District Name: Collier

Principal: Karey Stewart

SAC Chair: Kasandra Gallegos

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Karey Stewart	Bachelor of Science in Music Education Master of Elementary Education Master of Educational Leadership Elementary 1-6 Certified Principal K-12 Certification	2	11	Prior School as Principal: 2005-2006: Grade B, AYP No, Reading gains, 65% Math gains: 64%, Lowest 25% Reading 72% 2006-2007: Grade C, AYP No 79%, Reading gains, 73% Math gains: 61%, Lowest 25% Reading 53%, Lowest 25% Math, 68% 2007-2008: Grade B, AYP No 87%, Reading gains, 69% Math gains: 64%, Lowest 25% Reading 63%, Lowest 25% Math, 67% 2008-2009: Grade A, AYP No 87%, Reading gains, 69% Math gains: 59%, Lowest 25% Reading 68%, Lowest 25% Math, 60% 2009-2010: Grade A, AYP No 82%, Reading gains, 66% Math gains: 63%, Lowest 25% Reading 61%, Lowest 25% Math, 70% Present School as Principal: 2010-2011: Grade D, AYP No 74%, Reading gains: 58% Math gains: 45%, Lowest 25% Reading 61%, Lowest 25% Math, 54% 2011-2012: Grade C, Reading % Performance 38%, Math % Performance

					37%, Writing % Performance 63%, Science % Performance 34%; Reading Gains: 65%, Math Gains: 72%; Reading Lowest 25% Gains: 80%, Math Lowest 25% Gains: 71%
Assis Principal	Christine Gray	6th Year Advanced Degree in Educational Leadership Masters of Science in Educational Leadership Bachelors of Science in Elementary Education Certifications: K-6 Elementary Middle School Integrated Curr. K-12 Administration K-12 ESOL	1	1	4 years of prior successful experience working with Title 1 stakeholders. 2011-2012: Grade C, Reading % Performance 38%, Math % Performance 37%, Writing % Performance 63%, Science % Performance 34%; Reading Gains: 65%, Math Gains: 72%; Reading Lowest 25% Gains: 80%, Math Lowest 25% Gains: 71%

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)
Math	Carlene Grossi	Degress: Bachelor of Science Marketing/Management Master of Science in Business Tech. Certs: State of Florida... Business Education 7-12 Elementary Educ. K-6 ESOL Endorsement Gifted Endorsement	2	2	Demonstrates a history of academic excellence and successful past experience with Pinecrest Elemetnary population. Reduced percentage of Level 1 students by 10%. Increased percentage of Level 5 students by 3%.
Reading	Martha Soto	Bachelor of Science Elementary Education 1-6 Master of Science Educational Leadership ESOL Endorsement	15	9	Demonstrates a history of academic excellence and successful past experience with the Pinecrest Elementary population.
Science	Teri Denis	Bachelor of Science Elementary Education K-6 Certified K-6 Concentration Special Education & Spanish Certified K-12 Master of Science ESOL minor in Technology K-12 Certified ESOL K-12 Specialist Degree Reading	5		Demonstrates a history of academic excellence and successful past experience with the Pinecrest Elementary population.

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	Recruit: The first strategy is to develop and draw on a sense of mission for serving our needy population. It is vitally important to recruit teachers with a sense of mission. Without that trait, retention becomes extremely difficult.	Principal, Leadership Team, Teachers	Ongoing	
2	Recruit: Work with the Human Resources Department to identify applicants with the experience and philosophy compatible to our mission.	Principal	Ongoing	
3	Retain: Demonstrate ongoing support for teacher's needs, i.e., supplies, materials, resources, encouragement	Principal, Leadership Team	Ongoing	
4	Retain: New teachers are assigned a mentor who provides daily support, i.e. provide information, access resources, explain procedures, create lesson plans, understand and successfully use technology, provide a listening ear and occasional words of wisdom.	Principal, Leadership Team, Trained Peer Teachers	Ongoing	
5	Retain: CCPS policy is to hire only highly qualified teachers. Consequently, all teachers are certified and HQ in their area of assignment. However, the following teachers are working toward endorsement in [ELL, reading, ESE – see appendix C].	Teachers	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	19.7%(13)	36.4%(24)	37.9%(25)	6.1%(4)	45.5%(30)	100.0%(66)	7.6%(5)	1.5%(1)	72.7%(48)

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
Kristi Hickson	Scott Hart	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.

Lori Snell	Suzanne Hardy	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Kasandra Gallegos	Kellye Hohmann	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Amanda Sharkevich	Librada(Lee) Lozano	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
David Williamson	Tonya Stevens	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Carlene Grossi	Tami Hallford	Mentor is a former third grade teacher and present math coach.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Danielle Martin	Maressa Casadei	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training.
Kari Strong-Mercer	Nichole Kent	Mentor is a former Kindergarten teacher.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training.
Allison Gold	Gregory Stevens	Teachers are on same grade level.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training.
			Meet weekly as a pair to discuss upcoming curricular demands, school

Andromeda Reisig	Kyle Albert	Teachers are on same grade level.	activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Patricia Zawodny	Jacqueline Luciano	Teachers are on same reading content team.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Irene Stevens	Kenia Ulloa	Teachers are on same ESE team.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Saintano Damas	Heather Clarke	Teachers both teach PE.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.
Elizabeth Buck	Cherise Brummer	Elizabeth Buck has taught successfully in early primary grades.	Meet weekly as a pair to discuss upcoming curricular demands, school activities/meetings, student data/data entry. Meet monthly with Administration, coaches for curricular training. Monthly observations with feedback provided in-person or on-line.

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 II

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 Learning Support Services departmental 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

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:
Group 1 presented the following challenges:
1) Lack of previous education or limited education,
2) Lack of literacy in heritage language
3) Lack of academic skills in ELLs' heritage language,
4) Lack of consistency in attending school in home country and/or in the United States, and
5) Lack of parental support in the home.
Group 2 presented the following challenges:
1) Uninterrupted education.
2) Average literacy in heritage language.

3) Less than average academic proficiency in heritage language.
4) Consistency in attending school, and
5) Some parental support in the home.
(See District School Improvement Plan for English Language Learners.)

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)

Violence Prevention Programs

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

Housing Programs - NA
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.

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, 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

Career and Technical Education

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.
Career and Technical Education
Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

Job Training

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.
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.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Karey Stewart, Principal
Christine Gray, Assistant Principal
Melinda Herrera, Intervention Support Specialist
Dr. Michele Meyer, School Counselor
Carlene Grossi, Math Coach
Martha Soto, Reading Coach
Teri Denis, TSA Science Coach
Dr.Stacey LaPlaca, School Psychologist
Other professionals, i.e., Speech-language Pathologist, Occupational Therapist, Physical Therapist, Hearing-impaired Therapist join the team as needed.

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

The Insttervention Support Specialist and School Counselor facilitate data review monthly with all teams. These teams are called Problem Solving Teams (PST). Each PST meets monthly to review data, diagnose problems and prescribe interventions at Tier 1, 2 and 3. Once students are determined to need intervention, the PST meets to determine research-based intervention and the instructional professional who will instruct student(s). In uniquely challenging cases, the PST may refer the student to the Intervention Leadership Team. At which point, other specialized professionals are called upon to provide expertise and possible screenings to determine instructional needs. Pinecrest Elementary Instructional Specialist will facilitate the process.

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

The Intervention Support Specialist assisted in the development of the three tiered team structure with the PST being the first tier of problem solving and the Intervention-Leadership Team being the second tier. Additionally, the Intervention-Leadership Team has been actively engaged in data disaggregation, diagnostics and identifying objectives that specify school-wide focus. The Intervention-Leadership Team has also worked to define procedures for administering the baseline, mid-year and end-of-year progress monitoring tools to be used by each grade level and content area. Both the PST and Intervention-Leadership Team will study results of universal screens to determine how PCR can most effectively implement Tier 1, 2 and 3 interventions.

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.

CCPS has developed a sophisticated data management tool within the district's Data Warehouse. Data sources that are used are as follows: FAIR, quarterly reading benchmarks, EOCs, FCAT for universal tier one sources. These sources as well as Tier 2 and 3 data from LLI, SRA, Voyager, Gigglers are used to assist in decision making. Data Management Systems: Data Warehouse, a district program, is used to house multiple forms of student assessment information. It includes universal data as well as places to input formative and custom assessment progress monitoring data. Individual, small group, class and school-wide data can be accessed and graphed. Data can be graphed in a multitude of ways (bar, line pie, scatter plot) to monitor student growth. Additionally, qualitative information is available. PLC notes and parent conferences can be recorded and accessed as needed.
TERMS, both a district and state data-base, is a repository of students' current and historic demographic and academic data. TERMS "talks" to Data Warehouse so that district student data are always current.
StudentPass, a district-developed program, tracks student attendance and discipline. Data are entered in StudentPass enabling reports on attendance, excessive tardiness, office discipline referrals, ISS and OSS.
Data is summarized into disaggregated sub-groups for reading,writing, science, and math within the Data Warehouse following the quarterly benchmarking assessment. Data is disaggregated three-times a year following the state-wide FAIR assessment for reading. The data warehouse is also used to track and summarize writing district-wide prompt progress monitoring as well as quarterly benchmarking assessments. The Data Warehouse also allows behavior plans to be created and progress tracked. Behavior is also tracked using the Student Pass on-line data base.

Describe the plan to train staff on MTSS.

Monthly faculty meetings will serve as the venue for training staff on MTSS. Weekly grade level team meetings will focus on effective data evaluation and monitoring of instructional strategies. Interpreting reading, writing, science and math data, as well as behavioral data,will be the focus of discussion. A variety of methods will be used to train staff on MTSS. Job embedded coaching will be used to train PLC teams in the following processes that support instruction and intervention: problem-solving, developing progress monitoring plans, data collection and data analysis. Online self-paced modules are available through our ANGEL online learning platform. ANGEL also houses a variety of resources including video clips, intervention ideas, behavior management techniques, data collection tools, etc. to support the professional growth of staff. In addition, live trainings in differentiated instruction and utilizing MTSS/RtI in the classroom are available.

Describe the plan to support MTSS.

MTSS is supported in multiple ways. The master schedule is designed to provide common planning time for PLCs to plan and discuss core instruction, progress monitoring plans and data collection and analysis. Time is also allotted for professional learning opportunities. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of professional learning opportunities and targeted supports that staff will need to effectively implement MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT)is comprised of the following members: School Administration, Reading Coach, Reading Resource Teachers (3), Media Specialist. Team leaders are included in monthly discussions concerning literacy development at Pinecrest Elementary.

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

The LLT will conduct a needs assessment and analysis of the school data for all students 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 lessons. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 in reading and scoring below 3.0 on writing, or math and science, and, use the data from district and classroom assessments to determine mastery. 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 content areas within classrooms.

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

Improved instruction in Reading through direct systematic instruction is our primary focus with emphasis placed on implementation of Common Core Standards through close reading. There will be professional development provided concerning text-complexity, close reading strategies, creating text dependent questions, and integrating content into reading instruction. Using small group instruction to target specific needs is a major component of our Reading program. Our 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. The LLT will evaluate student progress using Reading Counts and teacher data to increase participation in the quarterly Reading Celebrations. The LLT will plan and execute the Reading Celebrations.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/15/2012)

*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/Title I/Migrant prekindergarten classes and 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.

*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

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:	Students scoring at Achievement Level 3 in reading will increase by 5% from 26% (76) students to 31% (107) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (76)	31%(107)

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Teachers' use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.	Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
	Students learn at different levels and	Meet with grade level teams monthly to discuss	Principal, Leadership Team,	Administration and Problem Solving Teams	Monthly PST notes of grade level

4	speeds.	student need in Tier 1, 2, 3 using MTSS model. Create a specific time for intervention in K - 6 grade daily.	Reading Coach, Team Leaders, Intervention Support Specialist	will evaluate monthly Tier 1,2,3 progress monitoring reports of students at each grade level.	meetings saved in data warehouse. Master schedule indicating K-6 intervention daily support saved in PCR edushare schedule folder.
5	Students do not read fluently.	Implement daily fluency practice with student's recording data monthly.	Principal, Reading Coach, Intervention Support Specialist	Administration and Problem Solving Teams will evaluate monthly Tier 1,2,3 progress monitoring reports of students at each grade level.	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year Assessments, Reading Counts data

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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 reading.

Reading Goal #1b: | TE will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 45(dss) | 45(dss) |

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a: | Students scoring at or above Achievement Level 4 in reading will increase by 1% from 12% (37) students to 13% (45) students. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 12% (37) | 13%(45) |

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
	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM

1	strategies.	through Read Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.		and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.	classroom observations and study of lesson plans.
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
3	Students do not have opportunities to engage in rigorous talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in reading will increase from 58%(109) to 62%(143)

2012 Current Level of Performance:			2013 Expected Level of Performance:	
58%(109)			62%(143)	

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	80% of students are not meeting grade level standards in Tier I instruction.	Closely monitor reading progress of ELL students while providing appropriate Tier 1,2, and 3 interventions using SIOP strategies where metacognitive strategies, cognitive strategies, social strategies, nmemonics, and comprehension strategies are incorporated into daily lessons. Implement sheltered Spanish classes in Grades 1. Cluster second language learners in classrooms to increase time for tutor interaction.	Administration, MTSS Leadership Team, Sheltered classroom teacher, ELL Resource Teachers, Reading Coach, Classroom Teachers, ESE Faculty, Reading Resource Teachers	Administration and Problem Solving Teams will evaluate monthly progress monitoring reports and lesson plans for students at each grade level.	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year Assessments, Reading Counts data, Spring CELLA data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Increase rigor and relevance of core instruction by using William Daggett's Rigor and Relevance Framework.			
5	Students have limited access to public library facilities.	Open media center one Saturday each month.	Principal, Media Specialist	Media Specialist will print monthly circulation data.	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year Assessments, Reading Counts data
6	School readiness of PCR student population (including migrant students) is unequal with many students coming from homes where English is not their native language or where English is not spoken at home limiting English vocabulary.	Apply for literacy grant focusing on vocabulary acquisition through use of LLI Kits.	Principal	School receives and implements literacy grant.	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year Assessments, Reading Counts data, Spring CELLA data.
7	Students learn at different levels and speeds.	Meet with grade level teams monthly to discuss student need in Tier 1, 2, 3 using RtI model. Create a specific time for intervention in K - 6 grade daily. Explicitly teach techniques to make concepts clear such as using gestures, body language, pictures and objects to accompany speech. Incorporate multimedia and other technologies into lessons while providing repeated exposures to words, concepts, and skills.	Administration, Leadership Team, Reading Coach, team leaders, Intervention Support Specialist	Administration and Problem Solving Teams will evaluate monthly Tier 1,2,3 progress monitoring reports of students at each grade level.	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year Assessments, Reading Counts data, Spring CELLA data.

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the Lowest 25% making learning gains in reading will increase from 61%(28) to 65% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(28)	65%(38)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students achieving level 3 or higher on the 2012 FCAT 2.0 Reading test in each ethnic subgroup will increase from: Black 34%(18) to 41% (24)which will narrow the gap in reading between the district average and the federal required criteria for Black students. Economically Disadvantages: 53%(148) to 58% (184) ELL: 35%(42) to 42% (77)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 34%(18) Economically Disadvantages: 53%(148) ELL: 35%(42)	Black: 41% (24) Economically Disadvantages: 58% (184) ELL: 42% (77)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
	Students are not celebrated for their success.	Increase school-wide recognition for success in reading by implementing class recognition toward	Administration, Reading Literacy Team	Each class will be recognized for meeting their 100 Book Challenge and Reading Counts goal through morning TV	Weekly and monthly probes, benchmark assessments, Baseline, Mid-Year and End-of-Year

| 4 | | meeting its 100 Book Challenge and Reading Counts goal. | | announcements and class certificate. | Assessments, Reading Counts data and lists of students reaching their reading goal each quarter. |

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:	The percent of ELL students achieving level 3 or higher on the 2012-13 FCAT 2.0 Reading will increase from 35%(42) to 42% (77) which will narrow the gap in reading between the district average and the federal required criteria for Hispanic and Black students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(42)	42%(77)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.

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:	The percent of students with disabilities achieving level 3 or higher on the 2011 FCAT Reading test will be: 31%(9) to 38% (12).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	31%(9)	38% (12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.

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:	The percent of economically disadvantaged students achieving level 3 or higher on the 2012 FCAT Reading test will increase from 53%(148) to 58%(184).
2012 Current Level of Performance:	2013 Expected Level of Performance:

53%(148)		58%(184)	

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.

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
Kagan Cooperative Learning Structures	Grades K-6	Kagan Trainer,Principal & Kagan trained teacher-teacher leaders	Grades K-6	January 2013 Staff Development Day, February,2013 week-long coaching by Kagan trainer	Classroom observations by administration	Administration

Close Reading and CCSS for English Language Arts	Grades K-6	Leadership Team	school-wide	Aug. 2012 and ongoing throughout the year during faculty & PLC meetings, and early release staff dev. days	Classroom observations by administration	Leadership
Leveled Literacy Intervention	Grades K-3	Reading Coach	New K-2 Teachers and all Grade 3 Teachers	K-2 new teachers' initial training on Sept. 27,2012. Grade 3 teacher trainings during morning meetings and October's Monthly PLC	Observations & walk-throughs	Administration & Reading Coach
Text Dependent Questions	Grades K-6	Reading Coach	Grades K-6	August 2012 and ongoing	Classroom Walkthroughs, Lesson Plans	Leadership Team
Text Complexity	Grades K-6	Principal, Reading Coach, Math Coach & Teacher Leader	Grades K-6	Early Release Day Sept.& ongoing	Classroom Walkthroughs, Lesson Plans	Leadership Team
FLKRS Training	K Teachers	Reading Coach	K Teachers	August 2012	FLKRS Reports	Administration
FAIR Assessment AdministrationTraining	K-6	Reading Coach	New Teachers	August 27-31, 2012	Observations & FAIR Reports	Administration
Close Reading	Grades K-6	Principal, Reading Coach, Math Coach & Teacher Leader	Grades K-6	Early Release Day Sept.& ongoing	Classroom Walkthroughs, Lesson Plans	Leadership Team
Guided Reading, Centers, & Running Records	K-5	Reading Coach	New Teachers	Training and support provided throughout the year-Morning Meetings/ PLC's & side by side coach training	Classroom Walkthroughs & Lesson Plans	Leadership Team
Reading Benchmarks and the use of test item specifications to plan effectively for instruction	Reading	Reading Coach	Grades 3-6 Teachers	Quarterly- PLC meetings	PLC Meeting Minutes	Administration
Webb's Depth of Knowledge	Grades K-6	Principal + Leadership Team	Teachers Grades K-6	Initial Training on Sept. 17,2012 and ongoing throughout the year during faculty meetings and or monthly PLC meetings	Observations & walk-throughs	Administration
Shared inquiry with Jr. Great Books	Grades K-6	District trained Staff Members	K-6 Grade Level Teachers based on interest	October 2012	Observations, Classroom Walkthroughs & Lesson Plans	Administration & Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Leveled Literacy Instruction for K-3 grades	Intervention program for readers in K-3rd grade who are below grade level.	Basic Title I	$4,000.00
Jr. Great Books K-6	Acceleration Program for on-grade level and above grade-level readers.	Basic Title I	$6,000.00
Guided Reading Training for all new teachers	Specific small group instructional practices	School Reading Coach	$0.00
LLI training for all un-trained teachers	Specific intervention program for below grade level readers	School Reading Coach	$0.00
		Subtotal: $10,000.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Electronic e-readers	Nook books	Internal School Funds	$2,000.00
Sliderocket Annual Fee	Literacy presentation website	Locational Budget	$240.00
Reading Counts-Destiny Software	Destiny Software is used as our media center's circulation service for students/teachers/parents Reading Counts Software serves as a motivating reading assessment.	Locational Budget	$299.25
Create engaging, student-centered, interactive lessons with the included MimioStudio™ classroom software.	Classroom Teach interactive tool for whiteboard	Locational Budget	$629.00
Allow teacher to move freely around room while still interacting with white board	Mimio wireless Hub	Locational Budget	$40.00
Provide reading/speaking software for students with disabilities as well as challenged readers across all grade levels.	Learning A-Z License	Locational Budget	$74.95
			Subtotal: $3,283.20

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Reading Resource Teachers	Teachers hired specifically for Tier 3 Reading Intervention	Basic Title I Migrant Title I	$194,934.02
Tutors	Non-instructional multi-lingual staff who support all children	Basic Title I Migrant Title I	$169,443.85
			Subtotal: $364,377.87

Other

Strategy	Description of Resources	Funding Source	Available Amount
Reading Celebrations	Books, videos, paper to support the reading year long theme.	Locational	$400.00
			Subtotal: $400.00
			Grand Total: $378,061.07

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:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 2% as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in listening/speaking:

27%(187) students are proficient in Listening/ Speaking in grade K-6 at Pinecrest Elementary School.

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
	The Kinder 0% (0) and 1st 2% (2) grade and 4th 7% (6) LY cluster scores students in	Through the implementation of common core standards, ELL students	Administration, ELL teachers, ELL Contact and Reading Coach	Classroom Walk Throughs from Administrators and coaches to observe:	Teacher created rubrics - keeping in mind various readability levels-

| | | Listening/Speaking are the lowest when compared to the other grade level clusters. | will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to:

Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups;

Build on others' talk conversations by responding to the comments of others through multiple exchanges;

Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or thorough other media. | | Teachers and coaches will provide students with opportunities to write short/long dialogues using key vocabulary learned and present orally using different settings and scenarios.

Students will have oral dialogue presentations and the teachers will use the rubrics created to determine students' effectiveness.

Students can also evaluate other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process. | and Spring CELLA assessment. |
|---|---|---|---|---|---|---|
| | 1 | | | | | |

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: | By the end of the 2012-2013 academic year, the percentage of LY students proficient in Reading will have increased by at least 2% as measured by spring CELLA scores. |
| 2012 Current Percent of Students Proficient in reading: | |
| 19% (150) students are proficient in Reading in grade K-6 at Pinecrest Elementary School.
22% (174) students are expected to be proficient in Reading in grade K-6 at Pinecrest Elementary School. | |

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
The Kinder 9%(0), 1st grade 0%(0), and 4th grade 7% (6) LY cluster scores in Reading are the lowest when compared to the other grade level clusters. All of these students have arrived at the school within the last six months with very limited or interrupted education.	Through the implementation of common core standards and/or NGSSS, ELL students will be exposed to rigorous grade level expectations in the area of Reading so that:

Teachers will make sure that students:

Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | Administration, ELL teachers, ELL Contact and Reading Coach will monitor | Classroom Walk Throughs from administrators and coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.

Teaching specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics.

Reading coaches | Teacher-made test, Fluency rubric
spring CELLA assessment
and /or FCAT test results |

1		Identify key vocabulary words to connect meaning to comprehension. Use Reading for comprehension strategies such as: Guided reading, completing chapter pre-reading guides, anticipation and journals. Use scaffolding strategies necessary for students to read for understanding and comprehension. Utilize paraphrasing and fluency activities to improve reading comprehension.		monitor teachers' implementation of opportunities for students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues. Teachers utilize fluency rubrics to determine the effectiveness of strategy. Coaches monitor teachers' utilization of rubrics.	

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-13 academic year, the percentage of LY students proficient in Writing will have increase in at least 2% as measured by the spring CELLA assessment.
2012 Current Percent of Students Proficient in writing:	
24% (173) LY students are proficient in Writing in K-6 at Pinecrest Elementary School. 26% (187) LY students are expected to be proficient in Writing in K-6 at Pinecrest Elementary School.	

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	The The Kinder 0% (0) and 1st 2% (2) grade and 4th 18% (15) LY cluster scores in Writing are the lowest when compared to the other grade level clusters at Pinecrest Elementary School.	Students will have opportunities to: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts. Identify & analyze different perspectives & language references.	Administration, or ELL teachers, ELL Contact and Writing teacher	Classroom Walk Throughs to observe: Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	Teacher created rubrics, FCAT Writes, monthly school-wide prompts, and spring CELLA assessment

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:	Levels of students achieving proficiency (FCAT 2.0 Level 3) in mathematics will increase from 37%(91) to 41%(134)which will narrow the gap in math between the district average and the state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(72)	29%(100)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Teachers' use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.	Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision using the Next	Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to	Principal, Assistant Principal, Math Coach	Ongoing data chats to monitor the effectiveness of interventions and to plan modifications to	Weekly probes, Math Quarterly Benchmark Assessments, Tier 1 Assessments, CTEM classroom

4	Generation Sunshine State Standards and Common Core Standards with fidelity.	plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program.		strategies in use. Monthly RtI meetings with teams to monitor the progress of all students, and to assure the effectiveness of interventions implemented. If interventions are ineffective, changes in instructional design and presentation will be made. Review of Grade Level Student Data sheets at each meeting to assess progress toward benchmark goals.	observations and study of lesson plans.
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need as well as use lessons provided in curriculum.	Principal,Assistant Principal, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2.0 2012-2013 Math Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The number of student scoring at or above Achievement Level 4 in Mathematics will increase from 12%(37) to 13% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(37)	13%(45)

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	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
3	Students do not have opportunities to engage in rigorous talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement PLC data chats. Implement Tier 1 Investigations/Envision Curriculum with fidelity by utilizing interactive word-walls/journals and math journals. Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program. Incorporate daily writing reflection in math. Teachers will also use Investigations Differentiation and Intervention Guide for extension activities.	Administration, Math Coach	Ongoing data chats to monitor the effectiveness of interventions and to plan modifications to strategies in use. Monthly PLC meetings with teams to monitor the progress of all students, and to assure the effectiveness of interventions implemented. If interventions are ineffective, changes in instructional design and presentation will be made. Review of Grade Level Student Data sheets at each meeting to assess progress toward benchmark goals.	Weekly probes, Math Quarterly Benchmark Assessments, CTEM classroom observations and study of lesson plans.

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increase from 72%(146) to 75%(184).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(146)	75%(184)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student talk during both whole and small group instruction, requiring students to show, tell, explain and prove	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the	Teachers use of cooperative structures/strategies will be monitored through CTEM.

		reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement PLC data chats. Implement Tier 1 Investigations/Envision Curriculum with fidelity by utilizing interactive word-walls/journals and math journals. Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program. Incorporate daily writing reflection in math. Teachers will also use Investigations Differentiation and Intervention Guide for extension activities.	Principal, Assistant Principal, Math Coach, Teachers, Intervention Support Specialist	Ongoing data chats to monitor the effectiveness of interventions and to plan modifications to strategies in use.\n\nMonthly RtI meetings with teams to monitor the progress of all students, and to assure the effectiveness of interventions implemented. If interventions are ineffective, changes in instructional design and presentation will be made.\n\nReview of Grade Level Student Data sheets at each meeting to assess progress toward benchmark goals.	Weekly probes, Math Quarterly Benchmark Assessments, CTEM classroom observations and study of lesson plans.
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need .	Administration, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-2013 Math Assessment,CTEM classroom observations and study of lesson plans.
6	Students lack automaticity with math facts which causes errors in performing multi-step math problems.	Utilize FASST Math software.	Administration, Math Coach	Monthly PLC meetings with teams to monitor the progress of all students, and to assure the efectiveness of FASST MATH intervention.	Monthly PLC notes following weekly probes, Math Quarterly Benchmark Assessments, Tier 2 and 3 Assessment data, monthly fact fluency data.

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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase from 71%(37) to 74%(46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(37)	74%(46)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
	Instruction infrequently	Teachers will utilize a	Administration	Teachers will be	Teachers use of close

3	utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.		provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement Investigations/Envision math curriculum with fidelity. Implement Tier 1 Investigations/Envision math curriculum with fidelity using interactive word walls and math journals where picture represenation is encouraged. Implement PLC data chats. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program. Incorporate daily writing reflection in math. Teachers will also use Investigations Differentiation and Intervention Guide.	Administration, Math Coach, Teachers	Ongoing data chats to monitor the effectiveness of interventions and to plan modifications to strategies in use. Monthly PST meetings with teams to monitor the progress of all students, and to insure the effectiveness of interventions implemented. If interventions are ineffective, changes in instructional design and presentation will be made. Review of Grade Level Student Data at each meeting to assess progress toward benchmark goals.	Quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Focused Classroom Walkthroughs to monitor implementation of high-quality Tier One instruction in mathematics
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need using Investigations Differentiation and Intervention Guide for intervention and / or practice activities.	Administration, Math Coach	Lesson plans, classroom walkthroughs, PLC team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment,CTEM classroom observations and study of lesson plans..

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of students in subgroups by ethnicity making satisfactory progress in mathematics will increase as follows: White: 33% (1) Black:24%(12), Hispanic:39%(96) to White: 40% (2) Black:32%(20), Hispanic:45%(123).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	White: 33% (1) Black: 24% (12), Hispanic: 39% (96)		White: 40% (2) Black: 32% (20), Hispanic: 45% (123)		

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement PLC data chats. Implement Tier 1 Investigations/Envision Curriculum with fidelity by utilizing interactive word-walls/journals and math journals. Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing	Administration, Math Coach, Teachers	Ongoing data chats to monitor the effectiveness of interventions and to plan modifications to strategies in use. Monthly PST meetings with teams to monitor the progress of all students, and to insure the effectiveness of interventions implemented. If interventions are ineffective, changes in instructional design and presentation will be made. Review of Grade Level	Weekly Probes, Quarterly mathematics assessment data will be disaggregated to determine the effectiveness of instruction/instructional interventions. Focused Classroom Walkthroughs to monitor implementation of high-quality Tier One instruction in mathematics

		the CORE math program. Incorporate daily writing reflection in math. Teachers will also use Investigations Differentiation and Intervention Guide for extension activities.		Student Data at each meeting to assess progress toward benchmark goals.	
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need.	Administration, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment,CTEM classroom observations and study of lesson plans..

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.1. *See Strategies from Leveled Groups previously mentioned 1a. 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. 1b. 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. Students' graphing their progress provides a check for understanding to inform instruction. 1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	5C.2. *See Strategies from Leveled Groups previously mentioned 2a. 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. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 5C.3. *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.
2012 Current Level of Performance:	2013 Expected Level of Performance:

35%(68) 42%(77)

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement Tier 1 Investigations/Envision math curriculum with fidelity using interactive word walls and math journals where picture represenation is encouraged. Incorporate Tier 2 and Tier 3 interventions and/or math fact fluency websites, utilize reteach strategy for students unable to gain understanding following initial instruction. Incorporate daily writing math reflection for all K-6 students where picture representation is encouraged. Provide Spanish/English Dictionaries and	Administration, Math Coach, Teachers	Lesson plans, Classroom Walkthroughs, Class Lists,	Weekly probes, benchmark assessments, Baseline, Quarterly, and End-of-Year Assessments,CTEM classroom observations and study of lesson plans.

		Creole/English Dictionaries. Teachers will provide mini-lessons throughout the year on use of dictionaries. Include all Hispanic and Haitian students in the general education setting by clustering students.			
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need by utilizing the Investigations Differentiation and Intervention Guide for intervention, practice, and / or extension activities.	Administration, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment, CTEM classroom observations and study of lesson plans.
6	English Language Learners have difficulty understanding concepts.	Use manipulatives, pictures, graphic organizers such as tree map, circle map, and flow map to assist students to visualize conceptualize the concepts.	Administration, Math Coach, Teachers	Student work showing increased understanding.	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment,CTEM classroom observations and study of lesson plans.
7	Teachers unclear about AYP disaggregated data following benchmark assessments.	Disaggregate benchmark assessment data by AYP sub-group with emphasis on benchmarks assessed.	Administration, Math Coach	Disaggregated data sheets stored in PLC notes in data warehouse.	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment.

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

	5D.1. *See Strategies from Leveled Groups previously mentioned 1a. 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. 1b. 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. Students' graphing their progress provides a check for understanding to inform instruction. 1c. 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 an agreed upon central database to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 5D.2. *See Strategies from Leveled Groups previously mentioned
5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics.

Mathematics Goal #5D:

2a. 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.

2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.

2c. 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.
5D.3.
*See Strategies from Leveled Groups previously mentioned

3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.

3b. 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.

2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(6)	31%(9)

	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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
	Instruction infrequently utilizes both fiction and	Teachers will utilize a minimum of 50% non-	Administration	Teachers will be provided professional learning	Teachers use of close reading and

3	non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.		opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement PLC data chats. Implement Tier 1 Investigations/Envision Curriculum with fidelity by utilizing interactive word-walls/journals and math journals. Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program. Incorporate daily writing reflection in math. Teachers will also use Investigations Differentiation and Intervention Guide for extension activities.	Administration, Math Coach, Teachers	Lesson plans, classroom walkthroughs	Weekly probes, benchmark assessments, Baseline, Quarterly and End-of-Year Assessments, CTEM classroom observations and study of lesson plans.
5	Differentiation	Continue to provide differentiated lessons for Students with Disabilities by utilizing the Investigations Differentiation and Intervention Guide for intervention, practice, and / or extension activities.	Administration, Math Coach, ESE teachers, Classroom teachers	Classroom walkthroughs based on ESE teacher schedules, Progress monitoring of IEP goals, Lesson Plans	Weekly probes, benchmark assessments, Baseline, Quarterly and End-of-Year Assessments,CTEM classroom observations and study of lesson plans.
6	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need. Initiate Tier 2 instruction using the Investigations Differentiation and Intervention Guide for intervention, practice.	Administration, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment, CTEM classroom observations and study of lesson plans.

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:	The number of economically disadvantaged students making satisfactory progress in mathematics will increase from 37% (108) to 43% (148).
2012 Current Level of Performance:	2013 Expected Level of Performance:

37%(108) | 43%(148)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learning.	Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Ensure teachers are using the Curriculum Maps to teach Investigations and enVision, and the Next Generation Sunshine State Standards and Common Core Standards with fidelity.	Implement PLC data chats. Implement Tier 1 Investigations/Envision Curriculum with fidelity by utilizing interactive word-walls/journals and math journals. Implement Investigations/Envisions curriculum in K-5 with fidelity. Utilize Math Coach to plan lessons with teachers, model lessons, and provide feedback. Teachers will also observe past and present Math Pioneer teachers who are effectively implementing the CORE math program. Incorporate daily writing reflection in math. Teachers will also use	Administration, Math Coach, Teachers	Lesson plans, classroom walkthroughs	Weekly probes, benchmark assessments, Baseline, Quarterly and End-of-Year Assessments, CTEM classroom observations and study of lesson plans.

		Investigations Differentiation and Intervention Guide for extension activities.			
5	Students lack understanding following initial instruction.	Teachers will incorporate FCIM mini-lessons into instruction based on student need by using Investigations Differentiation and Intervention Guide for intervention, practice.	Administration, Math Coach	Lesson plans, classroom walkthroughs, PST team minutes	Math district diagnostic and quarterly assessments, curriculum assessments, FCAT 2012-13 Math Assessment, CTEM classroom observations and study of lesson plans.

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
1. Using Data Warehouse and its resources	K - 6	C.M. Grossi	school-wide	11/13/12	Obtaining student scores, documenting meetings and assigning assessments	Administration, Math Coach-C.M. Grossi
2. Using Pearson Successnet for Investigations and Envisions	K - 6	C.M. Grossi	school-wide	4/9/13	Math lesson plans will include student differentiation	Administration, Math Coach-C.M. Grossi
3. Using the curriculum guide and its resources	K - 6	C.M. Grossi	school-wide	9/11/12	Math lesson plans and instruction will be monitored for compliance	Administration, Math Coach-C.M. Grossi
4. Using the Angel and its resources and create text dependent questions.	K - 6	C.M. Grossi	school-wide	10/9/12	Hands on navigating exercises and evidence of text dependent questioning	Administration, Math Coach-C.M. Grossi
5. Lesson planning using the template and hyperlinking resources and using text dependent questions	K - 6	C.M. Grossi	school-wide	2/12/13	Math lesson plans and instruction will be monitored for compliance, evidence of text dependent questions	Administration, Math Coach-C.M. Grossi
6. Math Coach will attend quarterly math coach meetings.	Math Coach	C.M. Grossi	Math Coach	Quarterly	PLC notes from each team following sharing by math coach.	Administration, Math Coach-C.M. Grossi
7. Training						

provided on use of FASST MATH computer progam.	2-6	C.M. Grossi	All teachers 2-6.	First Semester	Student data will be collected monthly to monitor student growth on math fact fluency.	Administration, Math Coach-C.M. Grossi
8. Math Pioneer teachers will attend quarterly Pioneer Math Trainings offered for pioneer teachers in grade bands for K-1, 2-3, and 4-5.	K-5	C.M. Grossi	K-1 math pioneer teacher, 2-3 math pioneer teacher, 4-5 math pioneer teacher	Quarterly	PLC notes from each team pair will be entered in Data Warehouse	Administration, Math Coach-C.M. Grossi

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Enhance math instruction of the lowest scoring benchmarks on district quarterly assessments and 2012-13 2.0 FCAT.	Count Down to Launch, paper, toner cartridge	Locational	$160.00
			Subtotal: $160.00

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 training for new teachers to PCR in the use of Investigations Math Curriculum	Investigations Math Curriculum, Lesson Planning Format, Math Coach, District Math Personnel		$0.00
Provide training to all teachers of Math in use of Differentiation Guide	Investigations Math Differentiation Guide, Math Coach		$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Kindergarten Differentiation Guide	Pearson Differentiation Guide	Locational	$50.00
Creating weekly math challenge riddles to increase critical thinking.	Incentives ie: bookmarks, pencils, eraser, sharpeners, rulers, and highlighters.	Internal	$200.00
Hire Math Coach who will assist in all things Math and STEM instruction during the 2012-2013 school year.	Math Coach	Title I FSG Funds	$63,741.96
			Subtotal: $63,991.96
			Grand Total: $64,151.96

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:

Students scoring at level 3 on the 2012-2013 Science FCAT 2.0 will increase from 22%(13) to 28% (27).

2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(13)	28%(27)

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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Teachers' use of cooperative structures/strategies will be monitored through CTEM.
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-6), in grades K-2 through Read Alouds and in grades 3-6 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.	Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.
4	Students lack understanding following initial instruction.	Teachers will incorporate mini-lessons into instruction based on student need. Teachers use the 5E model of instruction, create assignments and assessments in Discovery Education and will use the reports generated from those assessments to meet student needs.	Administration, Science Coach	5E Lesson plans, classroom walkthroughs, PST team minutes	Science district assessments, curriculum and teacher created assessments, FCAT 2012-13 Science Assessment, disaggregation of Discovery Education data, CTEM collected data, 5E science lesson plans.

	FCAT Explorer Use formative assessments to evaluate students' knowledge base.			
5				

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Our goal in 2012-2013 on the FCAT Science FCAT 2.0 is to increase the number of students scoring level 4 from 12%(7) to 13%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(7)	13%(13)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr><td>1 Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</td><td>Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read Alouds and in grades 3-12 with intertextual triads, students will build analytic and</td><td>Administration</td><td>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional</td><td>Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.</td></tr>
</table>

		evaluative thinking and comprehension strategies.		learnings.	
2	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.	During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.
3	Students do not have opportunities to engage in rigorous talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student 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.	Administration	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	Teachers use of cooperative structures/strategies will be monitored through CTEM.
4	Lessons do not routinely incorporate questioning strategies designed from utilizing Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark on a 0-4 scale.	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 on a 0-4 scale. Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/benchmark. Teacher will provide scaffolded support in order to develop students' ability to successfully meet this expectation.	Administration, Science Coach	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	During classroom observations administrators will determine whether text-dependent question written/oral answers exhibit support directly from the studied text. Administrators will interview 1-3 students to determine understanding of the Learning Goal and scale.
5	NGSSS and Benchmarks are new to teachers. Utilizing Test Item Specifications is not occuring in every grade level.	Teachers will be supported by building coach 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,	Administration, District Staff, Science Coach	Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks/test item specifications.	During classroom observations administrators will determine whether lesson plans incorporate standards/benchmarks/test item specifications appropriate to each grade level through CTEM requirements.

opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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
1.Utilizing the curriculum guide and its resources.	K-6	T. Denis	School-wide	09/11/2012	Science lesson plans and instruction will be monitored for compliance.	T. Denis, Science TSA, Administration
2.Exploring and manipulating Data Warehouse and its resources.	K-6	T. Denis	School-wide	11/13/2012	Science lesson plans and instruction will be monitored for compliance.	T. Denis, Science TSA, Administration
3. Exploring and implementing resources and activities in Discovery Education, National Geographic, and Page Keeley	K-6	T. Denis	School-wide	04/09/2013	Science lesson plans and instruction will be monitored for compliance.	T. Denis, Science TSA, Administration

Formative Assessments.						
4.Utilizing lesson planning templates to hyperlink resources and include text dependent questions.	K-6	T. Denis	School-wide	02/12/2013	Science lesson plans and instruction will be monitored for compliance.	T. Denis, Science TSA, Administration
5. Utilizing and manipulating Angel and its resources and create text dependent questions.	K-6	T. Denis	School-wide	10/09/2012	Science lesson plans and instruction will be monitored for compliance.	T. Denis, Science TSA, Administration
6. Training in use of 5E lesson plan and science journals for science instruction.	K-6	T. Denis	School-wide	December 19, 20, 21 2012	Science lesson plans and notebooks will be monitored for compliance.	T. Denis, Science TSA, Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Train all new teachers to PCR on the use of Discovery Education Science and National Geographic web based materials.	National Geographic and Discovery Education web based materials, computer, mimio	none needed	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Train new teachers in the use of video projector, document camera, mimio interactive whiteboard, student response systems, mobi interactive tablet	video projector, document camera, mimio interactive whiteboard, student response systems, mobi interactive tablet	Basic Title I	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train new teachers in the use of the lesson planning template of 5Es	5E lesson plan template, TSA Science Coach	none needed	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hire Science Coach	Science Coach will work with all instructional staff to train and support science instruction K-6.	Title I Basic/Migrant fund	$77,397.46
			Subtotal: $77,397.46
			Grand Total: $77,397.46

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:	Students will increase their writing achievement from 63% of 4th grade students receiving a 3 or above on the FCAT Writes to 69% of 4th grade students receiving a 3 or above on the FCAT 2.0 Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(58)	69%(57)

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	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 anchor papers and calibration guides 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. 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.	Administration, Teachers, Coaches	Teachers will use Learning Goals with accompanying scales (0-4) to identify levels of performance relative to the Learning Goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the Learning Goal and its embedded standards/benchmarks. 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.	During classroom observations administrators will determine that Learning Goal is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the Learning Goal and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the Learning Goal and scale. 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.
2	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 1 time each month for the specific purpose of examining, interpreting, and analyzing writing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.	Administration, Teachers, Intervention Support Specialist, Coaches	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 to enrich/extend the level of student comprehension

			Person or	Process Used to	
		Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.			
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Cooperative Learning Strategies (as appropriate) or/ and the Reading Coherence Model 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. 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.	Administration, Teachers, Intervention Support Specialist, Coaches	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks.Teachers will be accountable for implementing professional learnings.	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Our goal for students who score a level 4 or higher in writing on FCAT Writes is to increase level 4 and higher from 8%(7) to 13%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(7)	13%(13)
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		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.	Administration	Teachers will use Learning Goals with accompanying scales (0-4) to identify levels of performance relative to the Learning Goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the Learning Goal and its embedded standards/benchmarks.	During classroom observations administrators will determine that Learning Goal is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the Learning Goal and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the Learning Goal and scale.
2		: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.	Administration	Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	School-level data chats: administrator to teacher or team (1x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary (Student-Led Conferences) are held routinely.
3		Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	Administration	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.	Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans.

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
			Writing Vertical PLC		Quarterly review of plan by entire staff	

Vertically aligning writing curriculum	K-6	Principal, Reading Coach	which consists of at least one teacher per grade level/RA/ELL/ESE teams	Quarterly before school	during grade level PLC meetings. Notes will be stored in data warehouse for Administration to read.	Administration
Writer's Workshop	Grades K-6	Reading Coach	K-6 Teachers	Initial instruction during staff trainings & Classroom modeling of Writer's Workshop in targeted classrooms	Data analysis of student writing and tracking of progress, classroom walkthroughs & observations	Leadership Team
Writing across the curriculum	Grades K-6	Principal	School-wide	Training throughout the school year during early release days, faculty meetings, and periodically during PLCs.	Classroom Walkthroughs Lesson Plans	Administration
Collaborative Scoring of student work	Grades 2nd,5th, & 6th	Reading Coach	grade levels-2nd,5th & 6th	Grade level PLCs	Data analysis of student writing and tracking of progress	Administration
Grade level analysis of new writing rubrics for text dependent responses	Grades 2nd,5th, & 6th	Reading Coach	grade levels-2nd,5th & 6th	Grade level PLCs	Data analysis of student writing and tracking of progress	Administration

Writing Budget:

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

End of Writing Goals

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	PCR has a high attendance rate at 97%. Monitoring of students with 5+ absences and/or 10+tardies will be the

	Attendance Goal #1:	goal during 2011-2012 by increasing attendance rate to 98% while reducing excessive absences by 2% and reducing excessive tardies by 2%.
	2012 Current Attendance Rate:	2013 Expected Attendance Rate:
	97%(700)	98%(706)
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
	10%(72)	8%(58)
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	7%(50)	5%(36)

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	School readiness levels of students are often unequal resulting in gaps in attendance.	Notify families upon student absence reaching 5.	Assistant Principal, Principal	Increased attendance and decreased tardiness when monitored by teachers.	Attendance logs.
2	Parents have difficulty traveling to school.	Administration will make home visits when school is unable to make verbal contact with family following five absences or excessive tardies. Home School Liaisons. will be used to make family calls and visits.	Principal, Assistant Principal, District Attendance Staff	Increased attendance and decreased tardiness when monitored by teachers.	Attendance logs.
3	Rigor and Relevance of lessons is not conducive to students' desire to attend school.	Teachers will raise the level of rigor and relevance of curricular lessons which will attract students to attend school.	Principal, Assistant Principal, PLC teams	Increased attendance and decreased tardiness when monitored by teachers.	Attendance logs
4	Students do not feel validated for excellent attendance.	Students with perfect attendance will be recognized quarterly in grades K- 6.	Principal, Assistant Principal, PLC teams	Increased attendance and decreased tardiness when monitored by teachers.	Quarterly recognition logs.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	PCR will reduce the number of In-School suspensions by 5% and reduce number of Out-of-School suspensions by .5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7%(50)	2%(13)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
50	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

1%(4)	1%(2)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	2

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	PCR staff will incorporate a check in/check out behavior process for students in K-6.	PCR staff will continue to incorporate a check in/check out behavior process for students in K-6.	Principal, Assistant Principal, School Counselor, PBS Team, Intervention Support Specialist, Classroom teachers	Students will spend 100% of student day in classroom.	Check in/Check out data base.
2	Staff new to PCR are unfamiliar with PBS process.	Teachers new to PCR will participate in PBS training as it is implemented at Pinecrest Elementary.	School Counselor, Principal	decreased classroom/office referrals, increase in student achievement	Student Pass and Excel data
3	School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and foundational social skills.	PCR staff will incorporate "Nesting" classroom reflection when off task behavior is present.	Principal, Assistant Principal, School Counselor, PBS Team, Intervention Support Specialist, Classroom teachers	decreased classroom/office referrals, increase in student achievement	Student Pass and Excel data
4	School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and foundational social skills.	PCR staff will implement a Peace Place within every classroom area and all common areas.	Principal, Assistant Principal, School Counselor, PBS Team, Intervention Support Specialist, Classroom teachers	decreased classroom/office referrals, increase in student achievement	Student Pass and Excel data
5	Lack of recognition for students who are achieving behavioral and academic goal success.	Implement quarterly recognition processes to recognize outstanding progress toward meeting goals.	Principal, Assistant Principal, School Counselor, PBS Team, Intervention Support Specialist, Classroom teachers	decreased classroom/office referrals, increase in student achievement	Student Pass and Excel data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

	1. STEM STEM Goal #1:		The CCSS for Mathematical Practice involving STEM thinking and processing skills will be integrated into all content areas on a daily basis (as applicable).		
	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 have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches.	Administration, Math Coach, Science Coach	Lesson plans, Classroom Walkthroughs, Monthly PST Team Minutes, Training Sign-in Sheets	Training Sign-in sheets showing all Pinecrest Teachers have been trained in the 8 CCSS Standards for Mathematical Practice. Administration will ask 1-3 students questions related to STEM integration into lesson plans during walk-throughs.
2	Students have not been provided opportunities to participate in STEM projects.	Provide school-wide STEM project where all students are involved in the STEM thinking and processing skills.	Administration, Math Coach, Science Coach	Project rubrics designed by Science PLC.	Student pre and post survey and rubric scores.

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	K-6 Pinecrest non-instructional and Instructional Staff	Math Coach, Science Coach, District Math/Science Personnel	K-6 Pinecrest non-instructional and Instructional Staff	One session 2nd, 3rd, and 4th quarters. Dates TBD.	PD Sign-in sheets for each PD. PLC notes saved in data warehouse following PLC meetings with Science/Math Coaches.	Administrators
Vernier Probes implementation into math/science/writing curricula.	K-6 Pinecrest Instructional Staff	Science Coach, District Math/Science Personnel	K-6 Pinecrest Instructional Staff	One session each semester. Dates TBD	PD Sign-in sheets for each PD. PLC notes saved in data warehouse following PLC meetings with Science/Math Coaches.	Administration
School-wide STEM project.	K-6 Pinecrest Instructional and Non-Instructional Staff	Science Coach, Math Coach, Administration	K-6 Pinecrest non-instructional and Instructional Staff	2nd, 3rd, and 4th quarters. Dates TBD.	PD Sign-in sheets for each PD. PLC notes saved in data warehouse following PLC meetings with Science/Math	Administration

					Coaches.	
Obtain best practices through Edmodo collaboration.	IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration.	Instructional Resource Teacher	K-6 students	Quarterly	PLC notes of training of teams following Instructional Resource quarterly professional development.	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fund school-wide STEM project	Unknown until Science/Math PLCs determine project to be undertaken by K-6 students.	locational budget	$700.00
			Subtotal: $700.00
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: $700.00

End of STEM Goal(s)

Additional Goal(s)

Community Partnerships 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. Community Partnerships Goal Community Partnerships Goal #1:	To nurture and engage an active community of families, organizations and volunterrs who will work with the district to help all students succeed.
2012 Current level:	2013 Expected level:
5 business	8 business partners

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 unsure of role of school in community.	Involve administration in community discussions about the role of our school in the Immokalee community.	Administration	Increase in community volunteers and speakers.	sign in sheets
2	Community lacks communication with school.	Prepare monthly newsletter including calendar of school information and articles from Principal (monthly) rotated with Assistant Principal, Reading Coach, Math and Science Coaches, ELL Contact. Distributed monthly to families of PCR and business within Immokalee.	Principal	Increase in community volunteers and speakers.	sign in sheets

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 Community Partnerships Goal(s)

Positive Behavior Goal 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. Positive Behavior Goal Goal Positive Behavior Goal Goal #1:	Student office referrals per 100 students will decrease by 10% (10%=29 referrals based on a population of 750).
2012 Current level:	2013 Expected level:
33 referrals per 100 students (254 referrals based on population of 744)	30 referrals per 100 students (29 referrals if population remains at 750 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	New teachers to Pinecrest Elementary are not familiar with the PBS practices and procedures established.	Counselor and Administration will meet with new teachers at the beginning of the year and at the end of the first quarter to instruct them on the strategies in place to structure PBS procedures in Pinecrest Elementary School.	Counselor, Administration	Teachers will display SOAR charts in their classrooms that are used appropriately. Teachers will use Eagle Wings that are used weekly. Office Nesting forms will reduce by 10% from the 1st two weeks of school. Office referrals will decrease from 10% from the 1st two weeks of school. Tier 1 and 2 behavior plans will be utilized through Counselor and teams.	SOAR chart weekly display obserations by administration/counselor. Check in/check out data kept by counselor. Eagle Wing count kept by Safe School Aide.

2	Students do not feel rewarded for appropriate behavior.	Behavior that meets the PBS committee's criteria will be rewarded quarterly.	Counselor, Safe School Aide, PBS Committee	Eagle Wing Count, Attendance, Referral Count	Eagle Wing Count, Attendance, Referral Count

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
Bullying	K-6	Pinecrest Counselor and PBS school team	Instructional Staff, Non-instructional Staff, Parents, Students	3rd Quarter Date TBD.	Referrals concerning bullying.	Counselor
PBS Pinecrest School-wide Procedures	K-6	Counselor and PBS school PLC.	New Instructional Staff, New Non-Instructional Staff, Parents, Students	New Teachers - November 14 New Non-Istructional Staff November 15 Parents - October 9 Students - First two days of school.	Lower referrals than each month last year.	Counselor

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Celebrate student adherence to PBS School-wide procedures.	Informational and Fiction books for media center that relate to positive behavior. Paper for Eagle Wing incentives. Pencils for Incentives. Prizes for Eagle Wing winners.	Locational Budget	$700.00
		Subtotal: $700.00	
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: $700.00	

End of Positive Behavior Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leveled Literacy Instruction for K-3 grades	Intervention program for readers in K-3rd grade who are below grade level.	Basic Title I	$4,000.00
Reading	Jr. Great Books K-6	Acceleration Program for on-grade level and above grade-level readers.	Basic Title I	$6,000.00
Reading	Guided Reading Training for all new teachers	Specific small group instructional practices	School Reading Coach	$0.00
Reading	LLI training for all un-trained teachers	Specific intervention program for below grade level readers	School Reading Coach	$0.00
Mathematics	Enhance math instruction of the lowest scoring benchmarks on district quarterly assessments and 2012-13 2.0 FCAT.	Count Down to Launch, paper, toner cartridge	Locational	$160.00
Science	Train all new teachers to PCR on the use of Discovery Education Science and National Geographic web based materials.	National Geographic and Discovery Education web based materials, computer, mimio	none needed	$0.00
STEM	Fund school-wide STEM project	Unknown until Science/Math PLCs determine project to be undertaken by K-6 students.	locational budget	$700.00
Positive Behavior Goal	Celebrate student adherence to PBS School-wide procedures.	Informational and Fiction books for media center that relate to positive behavior. Paper for Eagle Wing incentives. Pencils for Incentives. Prizes for Eagle Wing winners.	Locational Budget	$700.00
				Subtotal: $11,560.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Electronic e-readers	Nook books	Internal School Funds	$2,000.00
Reading	Sliderocket Annual Fee	Literacy presentation website	Locational Budget	$240.00
Reading	Reading Counts-Destiny Software	Destiny Software is used as our media center's circulation service for students/teachers/parents Reading Counts Software serves as a motivating reading assessment.	Locational Budget	$299.25
Reading	Create engaging, student-centered, interactive lessons with the included MimioStudio™ classroom software.	Classroom Teach interactive tool for whiteboard	Locational Budget	$629.00
Reading	Allow teacher to move freely around room while still interacting with white board	Mimio wireless Hub	Locational Budget	$40.00
Reading	Provide reading/speaking software for students with disabilities as well as challenged readers across all grade levels.	Learning A-Z License	Locational Budget	$74.95
	Train new teachers in			

Science	the use of video projector, document camera, mimio interactive whiteboard, student response systems, mobi interactive tablet	video projector, document camera, mimio interactive whiteboard, student response systems, mobi interactive tablet	Basic Title I	$0.00
				Subtotal: $3,283.20

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Resource Teachers	Teachers hired specifically for Tier 3 Reading Intervention	Basic Title I Migrant Title I	$194,934.02
Reading	Tutors	Non-instructional multi-lingual staff who support all children	Basic Title I Migrant Title I	$169,443.85
Mathematics	Provide training for new teachers to PCR in the use of Investigations Math Curriculum	Investigations Math Curriculum, Lesson Planning Format, Math Coach, District Math Personnel		$0.00
Mathematics	Provide training to all teachers of Math in use of Differentiation Guide	Investigations Math Differentiation Guide, Math Coach		$0.00
Science	Train new teachers in the use of the lesson planning template of 5Es	5E lesson plan template, TSA Science Coach	none needed	$0.00
				Subtotal: $364,377.87

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Celebrations	Books, videos, paper to support the reading year long theme.	Locational	$400.00
Mathematics	Kindergarten Differentiation Guide	Pearson Differentiation Guide	Locational	$50.00
Mathematics	Creating weekly math challenge riddles to increase critical thinking.	Incentives ie: bookmarks, pencils, eraser, sharpeners, rulers, and highlighters.	Internal	$200.00
Mathematics	Hire Math Coach who will assist in all things Math and STEM instruction during the 2012-2013 school year.	Math Coach	Title I FSG Funds	$63,741.96
Science	Hire Science Coach	Science Coach will work with all instructional staff to train and support science instruction K-6.	Title I Basic/Migrant fund	$77,397.46
				Subtotal: $141,789.42
				Grand Total: $521,010.49

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/15/2012)

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

SCHOOL GRADE DATA

No Data Found

**Collier School District
PINECREST ELEMENTARY SCHOOL
2010-2011**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	50%	81%	26%	215	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?	61% (YES)	54% (YES)			115	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
PINECREST ELEMENTARY SCHOOL
2009-2010**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	56%	67%	28%	209	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	67%	62%			129	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?	61% (YES)	56% (YES)			117	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					455	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested