FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EDEN PARK ELEMENTARY SCHOOL

District Name: Collier

Principal: Linda Salazar

SAC Chair: Maria Cervantes

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 10/18/2012

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)
Assis Principal	Kate Drilling	Masters in Educational Leadership & Curriculum Certifications: English 6-12, Social Sciences 6-12 Endorsements: Gifted, Reading, ESOL Bachelors Degree in Religious Studies	2	4	As a content area coach at Immokalee High School for 2 years, she designed staff development to meet the technology needs of teachers as well as locating and manipulating data into readable graphs, etc. on Data Warehouse. As the Assistant Principal of Curriculum, Mrs. Drilling was responsible for monitoring portions of the School Improvement Plan and progress monitoring. The constant monitoring proved to be essential in increasing our students' gains and Immokalee High School climbing from an 'F' status to a 'D'. In her second year as the Assistant Principal for Curriculum, she worked diligently to create a master schedule that accommodated common planning. She is a great resource to teachers and students as she challenges both groups to rise to new expectations. In 2009 Immokalee High earned a 'C' FCAT school grade.
					Linda Salazar was placed as principal at Immokalee High School in 2007 at the time the decision was made to restructure the

Principal	Linda Salazar	Currently working on dissertation for doctorate through University of Florida. Masters: Educational Leadership and Psychology Bachelors: Elementary Education	1	17	school. At the time, IHS was an F school. The graduation rate at the school was below 50% as students dropped out when they could not pass FCAT Reading. Visible gains were made each year. The graduation rate slowly began to increase as support structures were created for teachers and students. In 2010, Immokalee High School earned a 'C' FCAT grade. In 2011 when Mrs. Salazar moved to Eden Park Elementary, the graduation rate was at 76%. Prior to Immokalee High School, Linda Salazar was the principal at Highlands Elementary, a Title I school. The school had earned a 'D' FCAT grade. Mrs. Salazar instituted various initiatives with monitoring devices in an effort to insure standards-based instruction was occurring in each classroom. Highlands Elementary became the first Title I school in Collier County to earn an 'A' FCAT grade in 2005.

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)
Science	Maribel Magdaleno	Bachelor of Science in Elementary Education Master of Arts in Curriculum and Instruction Florida Certifications: Elementary Education (1-6) with ELL Endorsement National Board Certified Teacher	4	4	In Miami Dade County as a teacher, the last three years Mrs. Magdaleno had a high performance record with five students achieving perfect scores on Reading and/or Math. In Collier County, Mrs. Magdaleno worked three years in 4th grade with 99% of students passing FCAT with 2 or greater, a high percentage of the students were ESE/ELL . Mrs. Magdaleno has also worked for five years in 3rd grade with 100% of students passing FCAT with 3 or greater, a high percentage of the students were ELL. Four of those students achieved perfect scores on Reading and/or Math. Mrs. Magdaleno has worked four years as a Science Instructional Coach with gains from 1% of 5th graders achieving level 3 or higher to 26% of 5th graders achieving a level 3 or higher, with steady gains each year. History of school grades: Estates Elementary earned school grades of: 2006 – C, 2007 – A, 2008 – B, 2009 – A Eden Park earned school grades of: 2010 - D, 2011 - C, 2012 - D Other recognitions: Social Studies Teacher of the Year 2001 (Miami-Dade County) Teacher of the Year 2008 – 2009 (EES) Member of The School District Board of Collier County's Literacy Leadership Team of the Year in 2011
					The current school year (2012-2013) is Mr. Frehe's first year at Eden Park Elementary School and first year as an instructional coach. Mr. Frehe previously worked for the Leavenworth, KS School District as their Coordinator of Data, Research, and Evaluation from 2010-2012 and with the Kansas Department of Education as an Education Program Consultant in Teacher Education and Licensure from 2007-2010. Mr. Frehe began his career in education as an intermediate (5th & 6th grade) elementary classroom teacher with the Shawnee Heights, KS School District from

| Math | Mark Frehe | Mr. Frehe currently holds FL and KS certification/licensure in elementary education (K-6) and building leadership (All Levels). He completed his teacher training program in elementary education through Emporia State University in the state of Kansas and a building leadership program through the University of Kansas. | 1 | 1 | 2001-2007.

During Mr. Frehe's tenure with the Leavenworth, KS School District, he focused on bringing a balanced assessment plan with a system for analyzing student data as part of the Multi-Tier System of Supports (MTSS) process to assist in making educational decisions based on the most current, valid, high leverage assessment data possible. The percentage of current schools in the district making Adequate Yearly Progress (AYP) rose from 28% in 2010 to 57% in 2012 with the percentage of students proficient in each student group in reading and mathematics showing an increase over that period of time. During Mr. Frehe's time with the Kansas Department of Education, he assisted school districts across the state of Kansas in the identification and hiring of highly qualified teachers. The percentage of highly qualified teachers in Kansas schools rose from 96% to 98% employed in core content areas. Lastly, during Mr. Frehe's tenure as an intermediate-level classroom teacher with the Shawnee Heights, KS School District, the school he was assigned to(Tecumseh South Elementary School) achieved AYP each year in reading and mathematics. Additionally, Mr. Frehe's grade level achieved the "standard of excellence" for having over 80% of students proficient and above (levels 3, 4, 5) along with less than 5% of students in academic warning (level 1) during his last school year with the Shawnee Heights School District. |
| Reading | Marlene Dimas | Elementary Education K-6

Exceptional Education K-12

English 6-12

Endorsements: ELL and Reading

Bachelor's Degree: Specific Learning Disability

Masters in Curriculum and Instruction in Technology

Educational Specialist: Educational Leadership | 1 | 3 | Marlene Dimas was an inclusion teacher in various high school content areas and worked with teachers to help differentiate based on data and student needs. In 2008, Marlene was part of the IHS teaching staff that improved the school grade from an F to a D and then in 2010 a D to a C, which was the first C in IHS history. As a resource teacher at IHS, she facilitated tutor trainings on strategies to help students while the teacher is engaged in teaching the whole class or group. That year, IHS made a 5% gain with their lowest 25% making reading gains. In 2011/2012, Marlene was the academic coach whose job was to infuse literacy strategies within Science and Social Studies classes. |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. District recruits, takes on-line applications and approves teachers for interviews. School-based recruitment strategies include opportunities to participate in paid Inquiry project through the Lastinger Center/University of Florida and great support through availability of Academic Coaches. Human Resources Director	District HR U of F-Lastinger Principal Asst. Principal	ongoing	
2	2. Every beginning teacher is assigned a mentor. Mentors/mentees are paired based on subject area, area of expertise, or grade level.	Administrtion	ongoing	
3	3. Principal conducts routine meetings with new teachers to insure they have all the resources to provide excellent instruction and that they are finding their place among the Eden Park family.	Administration	ongoing	

4	4. Teachers are eligible for REAP rewards based on school performance. REAP rewards are funded through Title I SIG 1003G.	Federal & State Grants	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
N/A	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 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
65	10.8%(7)	49.2%(32)	40.0%(26)	53.8%(35)	70.8%(46)	153.8% (100)	33.8%(22)	4.6%(3)	83.1%(54)

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
Ramiro Cavasos	Elizabeth Starkweather	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the benefit of the mentee.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Ramiro Cavasos	Anthony Stasko	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

		benefit of the mentee.	
Julie Cavasos	Carroll Ewerts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Julie Cavasos	Charlotte Everts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Elaine Grimes	Jill Bender	Elaine Grimes is a former Kindergarten teacher and a Reading Intervention Teacher who can support any teacher's effort to teach reading and writing	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Belinda Sanchez	Lindsay Harris	Belinda Sanchez is a former ELL teacher with documented success. She is currently an ELL Reading Intervention Teacher with many areas of expertise pertaining to elementary classroom instruction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Tammy Miller	Michelle Koselke	Tammy is a teacher recognized for strategies used successfully to produce increased student achievement. She is working with Michelle, a second grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Cheryl Ricketson	Kristin Miles	Kristin is new to the second grade team. She will receive a lot of content training at our school. Cheryl is also on the second grade team and can assist Kristin with the practical day-to-day items.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
		Tammy is a teacher	

Tammy Miller	Crystal Ochoa	recognized for strategies used successfully to produce increased student achievement. She is working with Crystal, a second grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Elaine Grimes	Rachel Manrodt	Elaine Grimes is a former Kindergarten teacher and a Reading Intervention Teacher who can support any teacher's effort to teach reading and writing.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Craig Horn	Julie Carlson	While new to our school Craig is not new to teaching. He has served in an administrative capacity for six years. In these roles he observed teachers and provided feedback and support. As the third grade team leader, Craig is in a great position to mentor Julie, a fellow third grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	Marie Cimirro	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Katie Flerlage	Kristi West	Katie Flerlage is a successful fourth grade teacher. Her expertise in classroom management, motivating students, writing instruction, etc. makes her a teacher leader. This year she is stepping out to include mentorship of a team mate.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
		Sue Felt is the ESE Team Leader. She also serves ESE students on the fourth grade team	

Sue Felt	Katie Houston	through an inclusion model. Because Sue is a successful teacher with documented increased student achievement, her mentorship of Katie is facilitated through her work with the fourth grade team.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Lucinda Nunez	Michelle Horn	Lucinda is the team leader for fourth grade where Michelle is also a team member. Lucinda has many years of experience as a successful classroom teacher and is quite able to give Michelle direction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Maribel Magdaleno	Lauren Giacalone	Maribel has been in the district many years and has a wealth of good teaching strategies. She has been a successful classroom teacher in both Dade and Collier County. Her expertise extends beyond Science Coach and she is able to provide guidance and direction to any teacher. Since 5th grade takes the FCAT Science test, fifth grade teachers are in a great position with Maribel (Science Coach) as their mentor.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	William Porter	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
		Diane Betancourt is our school's	

Diane Betancourt	Erica Devol	InSS. She has a wide range of successful teaching experience and is well versed in successful teaching/learning strategies. She has served as a coach at other school as well and knows how to best support teachers' efforts.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Belinda Sanchez	Caridad Garcia	Belinda Sanchez is a former ELL teacher with documented success. She is currently an ELL Reading Intervention Teacher with many areas of expertise pertaining to elementary classroom instruction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Diane Betancourt	Debbie Ingrassia	Diane Betancourt is our school's InSS. She has a wide range of successful teaching experience and is well versed in successful teaching/learning strategies. She has served as a coach at other school as well and knows how to best support teachers' efforts.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part 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, Part C
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, Part A
• 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 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

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)

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

Violence Prevention Programs

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

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

Head Start

Head Start
The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-

encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

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

Adult Education

Career and Technical Education

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

Job Training

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.

> Academic coaches, psychologist, reading and math resource teachers, parent involvement resource teachers, ELL contact/teacher, Assistant principal, guidance counselors, INSS, ESE inclusion teachers and speech/language pathologists.

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?

> Team meets bi-monthly with planned agenda items concerning student achievement, attendance, and discipline. The Team closely monitors the lowest 25% through progress monitoring, lesson plans, and extended day interventions. We will also monitor (school wide) the quarterly benchmarks assessments data and use results to guide instruction and intervention-reteach, targeted and intensive interventions. This information will be displayed by classroom on the centrally located Data Wall. The MTSS team will also monitor PLC meeting minutes and parent contact logs in Data Warehouse and Angel. The coaches will each visit the PLC meetings once a month; there is a rotating schedule so that the reading coach attends PLC meetings one week, the math coach attends the next week, the science coach attends the following week and the INSS or an admin member attends the PLCs the next week.

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data. The School Advisory Committee (SAC) provides input on the SIP at the beginning and end of each school year. The MTSS team also received feedback from teachers regarding the guiding questions prior to the SIP's submission.

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.

Data Warehouse contains all pertinent data for students and school including academic and non-academic data. Customized reports are created for the purpose of monitoring the progress for students in each tier for reading, math, science, writing, behavior and attendance. Customized reports are used at each OPM meeting (four a year) with administration. Teachers use monthly OPM data to discuss the progress of students during their data team to compare students' learning against the standards, peers, and measure progress. After reflecting on the quality and quantity of the core instruction and interventions, the data is used to make a decision whether to alter or supplement the intervention. MTSS members are present at these meetings. Data used during OPM meetings will include the following:
Reading -FAIR data, reading benchmark data, running records, dolch words, initial sounds, letter recognition, fluency, Scholastic Reading Inventory (SRI) lexile, historical FCAT scores
Math - quarterly benchmark data, historical FCAT scores, math fact fluency tests
Science - quarterly benchmark data, FCAT Explorer data
Writing - monthly writing assessment data, historical state and district assessments
Attendance/Behavior - Student Pass reports, attendance reports

Describe the plan to train staff on MTSS.

The Assistant Principal for Curriculum and Instruction has developed a meeting map, created using survey results, that provides the framework for sequential staff development. Some mini-sessions are provided during PLCs to allow for questions and answers. Staff is made aware of available online courses through Angel on topics such as RTI and differentiated instruction.

Describe the plan to support MTSS.

The MTSS plan will include analyzing data with the Leadership team, MTSS team and continuing discussion with PLC s. The MTSS team's year-long focus is to provide monthly training on Data Warehouse and help teachers understand and implement the problem solving discussion guide: define the problem, analyze the problem, determine the data collection plan, determine the intervention plan, and write the PMP review. The MTSS team will monitor PMPs and review dates on Data Warehouse. MTSS team will help maintain and update the school-wide Data Walls.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT team is comprised of the Reading Coach, one representative from each grade level who also sits on the Reading School Improvement subcommittee, Reading Resource Teachers, InSS Specialist, the Principal and Assistant Principal.

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 lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the classrooms.

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

Improved instruction in Reading through direct systematic instruction is our primary focus. Using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*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.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers.

As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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:	The percent of students scoring level 3 on the 2013 FCAT in reading will change as follows: 10% (8) of current students at level 3 will move to level 4; 10% (7) of students currently at either level 1 or 2 will move to level 3 resulting in 11% (77) of students scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-three percent (78) of our students scored at the proficient achievement level on the 2012 FCAT in reading	Twenty-nine percent of our students (111) will score at proficient level on the 2013 FCAT in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. Routine attendance at PLCs by Leadership Team members. Administration will spot monitor data chat records and interview students.	Quarterly Assessment Data - Disaggregated by item complexity rating Flynt-Cooter Reading Assessment (given at beginning of school year to new students, mid-year and end of year) FCAT SAT-10 Standard Based Reports CTEM

		standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify an individual goal for achieving a level 3 or 4 on the scale.			
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration. 2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science).	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension	1a.3. Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports

		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. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of ELA strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.		OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	CTEM
3				

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:	
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 nee of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in reading will increase from 11% (36) to 12% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eleven percent of our students (36) scored above achievement levels (4 and 5) on 2012 FCAT in reading.	Twelve percent of our students (46) will score above achievement levels (4 and 5) on the 2013 FCAT in reading.

<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
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the	2a.1. Principal Assistant Principal Content Coaches, Teachers	2a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	2a.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.			
2		2a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science).	2a.2. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders	2a.2. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	2a.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing	2a.3 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model	2a.3. 3a. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders 3b. Principal Assistant Principal	2a.3 Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will	2a.3 Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress

		the text to build comprehension.	(RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.	Academic Coaches 3c. Principal Assistant Principal Reading Coach 3d. Principal Assistant Principal Reading Coach Science Coach	follow-up with teachers after professional learning opportunities by having teachers share their learning through student product	monitoring data FCAT SAT-10 Standard based reports CTEM
	3		3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.		3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	

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 percent of students achieving learning gains on the 201_ FCAT in reading will increase from 63% (143) to 67% (190).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for student making learning gains on 2012 FCAT Reading was 63% (143).	The expected level of performance for student making learning gains on 2013 FCAT reading is 67% (190).

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	3a.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	3a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	3a.1. 1a. Principal Assistant Principal 1b. Principal Assistant Principal Academic Coaches 1c. Principal Assistant Principal 1d. Principal Assistant Principal Academic Coaches	3a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	3a.1. Quarterly Assessment Data - Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

			1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice (Gradual Release Model-GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/benchmark.			
2		3a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	3a.2. 2a. 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. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate interventions and supports.	3a.2. Administration Content Coaches InSS Specialist Teachers	3a.2… Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	3a.2. Quarterly Assessment Data - Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		3a.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build	3a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate	3a.3. Administration Content Coaches InSS Specialist Teachers	3a.3.Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.	3a.3. Quarterly Assessment Data - Disaggregated by item complexity rating Ongoing progress monitoring data

3	comprehension.	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. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.		3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	FCAT SAT-10 Standard based reports CTEM
4	Students do not all have access to core instruction. Therefore, they do not apply reading strategies to complex text and remain behind their peers in reading.	Students will be heterogeneously grouped and will all receive core instruction. Students who are disfluent (as indicated by their FCAT score)will receive differentiated instruction through a guided reading group for targeted assistance and support.	Principal APC Coaches Intervention Support Specialist	Ongoing Progress Monitoring Running Records	FAIR Common Formative Assessments
5	Teachers have not provided Tier II or Tier III instruction/interventions. We do not have the staff to continue providing it outside the classroom and data does not	1. Teachers will be trained on providing their own differentiated instruction. 2. Tutors will be trained in providing supplemental instruction through	Principal APC Coaches Intervention	Ongoing Progress Monitoring Running Records	FAIR Common Formative Assessments

	support that this "strategy" worked.	Treasure Chest, a scripted program. This will be supplemental to what teacher conducts.	Support Specialist		
6	With school beginning at 8:15 but with students arriving at 7:00 a.m., there is little time to provide staff development.	The school will use each Tuesday planning time for Round Table Tuesday. Staff Development will be provided throughout the day at each planning time.	Principal APC Coaches Intervention Support Specialist	Teacher attendance Teacher survey results	FAIR Common Formative Assessments FCAT

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:

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 reading. Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in reading will increase from 67% (37) to 70% (50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students in the lowest quartile making learning gains on the 2012 FCAT in reading were 67% (37).	The percentage of students in the lowest quartile making learning gains on the 2013 FCAT in reading will increase to 70%(50).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/	4a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to	4a.1. Administration Teachers Content Area Coaches InSS Specialist Teachers	4a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC	4a.1. Quarterly Assessment Data Disaggregated by item complexity rating

		benchmark.	determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice (GRM) TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed (OPM)		Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
1						
	4a.2. Interactive Learning Strategies and	4a.2. 2a. Professional Learning Communities will meet 2	4a.2. Administration Content Coaches	4a.2… Administration and academic coaches will routinely attend PLCs	4a.2. Quarterly Assessment Data

2	Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	InSS Specialist Teachers	and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
3	4a.3 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. 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	4a.3. Administration Content Coaches InSS Specialist Teachers	4a.3.Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	4a.3. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.				
4		Students lack phonetic awareness and the practice to apply their learning.	Tutors will be trained in Spalding and the scripted program Treasure Chest. Each kinder, first, and second grade classroom will be assigned a tutor during their reading block. The tutors will supplement the phonics instruction with another lesson and also apply the phonics during a shared reading lesson.	Principal APC Leadership Team RtI Team	Ongoing Progress Monitoring Formative Assessment Results Student-led Conferences Running Records	Universal Assessment Benchmark Test Results

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 # The percent of students not-proficient in reading will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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 2013 FCAT in reading/math in each ethnic subgroup will increase by 10% of the percentage not currently proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 38%(3) Black: 36%(14) Hispanic: 34%(93) American Indian: 27%(3)	White: 44%(8) Black: 42%(18) Hispanic: 41%(126) American Indian: 34%(3)

Problem-Solving Process to Increase Student Achievement

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

1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5B.1. *See Strategies from Leveled Groups previously mentioned 1a. 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. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	5B.1. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5B.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
2	5B.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5B.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to	5B.2. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.			
3	5B.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5B.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5B.3. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5B.3. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in reading will increase from 25% (41) to 33% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-five percent of English Language Learners (41) achieved a 3 or higher on the 2012 FCAT in reading.	Thirty-three percent of English Language Learners (54) will achieve a 3 or higher on the 2013 FCAT in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5C.1. *See Strategies from Leveled Groups previously mentioned 1a. 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	5C.1. Administration Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers	On-going progress monitoring	5C.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

			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. 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.			
	2	5C.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	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.2. Administration Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers	On-going progress monitoring	5C.2. Quarterly Assessment Data - Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	3	5C.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	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.	5C.3. Administration Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers	On-going progress monitoring	5C.3. Quarterly Assessment Data - Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		As ELL students progress and gain reading skills and strategies, a large	1. Teachers will utilize SIOP strategies to increase reading	Principal APC	Ongoing progress monitoring	FAIR Formative

					Assessment Results
4	percentage continues to lack comprehension of complex text.	comprehension. 2. Students will receive multi-tiered system of student supports. 3. Coaches will model targeted guided reading and SIOP strategies to teachers.	RtI Team Coaches ELL Contact Teacher		FCAT

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 (SWD) achieving level 3 or higher on the 2013 FCAT in reading will increase from 5% (3) to 15% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Five percent (3) of students with disabilities achieved a level 3 or higher on the 2012 FCAT in reading.	Fifteen percent (10) of students with disabilities will achieve a level 3 or higher on the 2013 FCAT in reading.

<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
1	5D.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5D.1. *See Strategies from Leveled Groups previously mentioned 1a. 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. 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 a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	5D.1. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5D.1. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	5D.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all	5D.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	5D.2. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5D.2. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	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.			monitoring data FCAT SAT-10 Standard based reports CTEM
3	5D.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	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.	5D.3. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5D.3. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
4	Students with Disabilities are all served in General Education classes but require significant and varying amounts of differentiation.	ESE Resource teachers push in to classrooms and provide students with intensive supplemental instruction as needed per student's IEP and as noted by assessment results.	RtI Team Administration Classroom Teachers	Ongoing Progress Monitoring	FCAT Benchmark Testing Formative Assessment Results FAIR

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 2013 FCAT in reading will increase from 34% (112) to 41% (153).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-four percent (112) of Economically disadvantaged students achieved a level 3 or higher on the 2012 FCAT in reading.	Forty-one percent (153) of Economically disadvantaged students will achieve a level 3 or higher on the 2013 FCAT in reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	5E.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	5E.1. *See Strategies from Leveled Groups previously mentioned 1a. 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 guided practice, students will chart their progress toward the goal. 1c. TE will conference individually (data chat) with students to determine needs relative to risk factor, (e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	5E.1. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5E.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
2	5E.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5E.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers	5E.2. Administration Content Coaches InSS Specialist Teachers	5E.2 2.a. SBLT will collect observation data on response systems utilized by teachers. 2d. OPM data is used to create an action plan to provide re-teaching or Tier II intervention to students whose data indicates a need. Extended day plans are monitored and compared against the action plan. A date to review progress is set on the action plan.	5E.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2d. Each school day will be extended by 30 minutes to provide additional time for reading instruction.			
3	5E.3 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5E.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5E.3 Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5E.3 Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
4	The majority of our students qualify for free and reduced lunch. Their parents often work two jobs in an attempt to improve their living conditions. Very little instruction occurs within the home; therefore, all instruction needs to occur at school and we reach out to parents to demonstrate learning that takes little time,.	1. Increase amount of non-fiction writing students do throughout content areas. 2. Parent training through Resource Teacher to increase the parents' skills to work with their children in short intervals.	Principal APC Leadership Team Team Leaders Resource Teacher	Benchmark Assessments Journal entries Teacher observations Formative Assessment Results Parent training	Universal testing data FCAT Benchmark Testing

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Action Research	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	SBLT

Guided Reading	All grades	Reading coach and district reading coordinator	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	•Reading coach •SBLT
Running Record	All grades	Reading Resource Teachers	School-wide	Initial training by 8-27-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans; progress monitoring	•Reading coach •SBLT
Scales and Rubric use – CTEM alignment	All grades	SBLT	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Academic coaches SBLT
Integrating ELA standards/strategies	All grades	•Coaches •District coordinators •DOE-DA team	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading coac SBLT
Text dependent questions	All grades	SBLT Academic Coaches	School-wide	Initial training by 9-26-12 On-going support for targeted teachers as needed	PLC observations/minutes; CTEM observations; Lesson Plans	SBLT Academic Coaches
Differentiated Instruction – ELA specific	All grades	Coaches INSS	School-wide	Initial training by 11-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading Coac SBLT
Data Chats	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Reading Coac SBLT
OPM- Data collection and analysis	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Academic Coaches SBLT
FAIR instructional implications	All grades	Reading Coach INSS	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans; Data Chats; OPM data sheets	Reading Coac INSS SBLT
Common Core	All grades	SBLT District coordinators DOE-DA team Academic Coaches	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	SBLT Academic Coaches
Data Team - planning and CFA development	All grades	SBLT Academic Coaches	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	SBLT Academic Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Support	Reading Coach funded to provide coaching cycle, training, and support to teachers.	Title I Basic	$57,872.65
Tutors	Under supervision of classroom teacher, tutors provide supplemental instruction to struggling ELL students.	Title I Basic	$112,222.48
Teacher and student support	Three resource teachers provide Tier II interventions or re-teaching, to struggling migrant students as indicated by two common assessments. Resource Teachers also provide support for classroom teachers.	Title I Migrant	$189,262.66
Extended Day	Each school day is extended by 30 minutes for the purpose of providing additional reading instruction.	School Improvement Grant	$342,260.85
			Subtotal: $701,618.64

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
Kagan Structures	Kagan training	School Improvement Grant	$5,000.00
			Subtotal: $5,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $706,618.64

End of Reading Goal

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 4% as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in listening/speaking:	
39% (106) SY13 goal is 43% (103)	

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
	1.1. Students have	1.1. TE will conference	1.1.	1.1.	1.1.

1	insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs. 1.2 TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities. 1.3 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 1.4 Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners. 1.5 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Language Arts and/or ELL teacher, ELL Contact and Reading coach.	Classroom Walk Throughs from Administrators and coaches to observe: 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.	Teacher created rubrics - keeping in mind various readability levels- and Spring CELLA assessment.

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 in at least 2% as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in reading:	
22% (61) SY13 goal is 24% (57)	
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	2.1. ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	2.1. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations.

2.2 Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.

2.3 Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments.

2.4 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.

2.5 Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read. | 2.1. Language Arts and/or ELL teacher, ELL Contact and Reading coach will monitor | 2.1. 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 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. | 2.1. Teacher-made test, Fluency rubric spring CELLA assessment and /or FCAT test results |

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 3% as measured by the spring CELLA assessment. |
| 2012 Current Percent of Students Proficient in writing: | |
| 30% (83)
SY13 goal is 33%(79) | |

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
	3.1. Students do not	3.1a As evidence of	3.1.	3.1.	3.1.

1	have opportunities for authentic conversations and evaluation of their own or others writing.	strategic and extended thinking in writing, TE will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds. 3.1b To develop strategic and extended thinking in regard to student writing, TE will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Language Arts and/or ELL teacher, 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 and spring CELLA assessment
2	3.2 Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	3.2a 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. 3.2b 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.	3.2 Language Arts and/or ELL teacher, ELL Contact and Writing teacher	3.2 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.	3.2 Teacher created rubrics 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

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:	The percent of students scoring level 3 on the 2013 FCAT 2.0 in mathematics will change as follows: 10% (9) of current students at level 3 will move to level 4; 10% (22) of students currently at either level 1 or 2 will move to level 3 resulting in 32% (123) of students scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-seven percent (92) of our students scored at level 3 proficiency.	Thirty-two percent of our students (123) will score at proficient level on the 2013 FCAT in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. Routine attendance at PLCs by Leadership Team members. Administration will spot monitor data chat records and interview students.	Quarterly Assessment Data Disaggregated by item complexity rating Flynt-Cooter Reading Assessment (given at beginning of school year to new students, mid-year and end of year) FCAT SAT-10 Standard Based Reports CTEM

			aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify an individual goal for achieving a level 3 or 4 on the scale.			
	2	Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration. 2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science).	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for	1a.3. Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		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. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of ELA strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.		questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	
4					

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:

<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

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 percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT 2.0 in mathematics will increase from 11% (37) to 12% (46).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Eleven percent(37) of students scored above proficiency on the 2012 FCAT in mathematics.	Twelve percent of our students (46) will score at above proficiency (levels 4 & 5) on the 2013 FCAT in mathematics.

<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
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated	2a.1. Principal Assistant Principal Content Coaches, Teachers	2a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	2a.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

			levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.			
2		2a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science).	2a.2. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders	2a.2. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs.	2a.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	2a.3 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and	2a.3. 3a. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal Reading Coach	2a.3 Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product	2a.3 Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10

#	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
3		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. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.	3d. Principal Assistant Principal Reading Coach Science Coach	3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	Standard based reports CTEM
4	Teachers have emerging skills in teaching inquiry math skills.	Additional training and support will be provided by the Math Coach, grade level team and the Math Pioneer teacher.	Principal APC	Progress Monitoring Data PLC/Data Team Notes	Formative assessment results Benchmark Test results
5	There is a lack of alignment between the implemented curriculum and the method of which students are assessed.	Strategic planning will occur between math coach and grade levels.	Principal APC Leadership Team RTI Team	PLC NOtes Observations Lesson Plans checked	Benchmark Tests Formative Assessments
6	Teachers lack of knowledge of effective math instructional strategies to diagnose and support struggling students	Increase knowledge and skill levels of classroom teachers through coaching support and professional development in math strategies and formative assessments.	Principal APC Math Coach	Progress Monitoring Data Data Team/PLC notes	Formative assessment results Benchmark Test results

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:

<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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 201 FCAT 2.0 in mathematics will increase from 64% (146) to 68% (194).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-four percent(146) of the students made Learning Gains in mathematics on the 2012 FCAT 2.0 test.	Sixty-eight percent of our students (194) will make learning gains on the 2013 FCAT in mathematics.

<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
	3a.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	3a.1. 1a.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.	3a.1. 1a. Principal Assistant Principal 1b. Principal Assistant Principal Academic Coaches 1c. Principal Assistant Principal 1d. Principal Assistant Principal Academic Coaches	3a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and	3a.1. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

1			1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. During small group guided practice (Gradual Release Model-GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/benchmark.		determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	
2	3a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	3a.2. 2a. 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. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to	3a.2. Administration Content Coaches InSS Specialist Teachers	3a.2… Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	3a.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

				determine appropriate interventions and supports.		
3		3a.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	3a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.

3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning.

3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)

3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading. | 3a.3. Administration Content Coaches InSS Specialist Teachers | 3a.3.Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team.

3b. Administration and Academic coaches will follow-up with teachers after professional learning opportunities by having teachers share their learning through student product

3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs | 3a.3. Quarterly Assessment Data

Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM |
| | | Reading instruction does not cross to other content areas. | Teachers will integrate reading into math through the application of Language Arts | Principal

APC | Lesson Plans

Observations | Common Formative Assessment Results |

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4		standards in math lessons.	Coaches Intervention Support Specialist		Universal Data Benchmark Tests FAIR
5	Students lack basic skills and understanding of basic math concepts.	1. Teachers will build comprehension skills through teaching and modeling "chunking" and developing students' math vocabulary. 2. Teachers will follow new curriculum (inquiry method) to develop math reasoning and problem solving. 3. Inquiry method will deepen concept understanding. 4. Teachers will use a variety of assessments to measure mastery of math standards. 5. Teachers will analyze student work to determine error trends or lack of comprehension. 6. Teachers will teach students to use model drawing to help students understand concept and solve problem.	Principal APC Coaches Intervention Support Specialist	Administrative observations PLCs/Data Team notes Ongoing Progress Monitoring	FCAT Math Benchmark Testing

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 percent of students in Lowest 25% making learning gains on the 2013 FCAT in math will increase from 56% (33) to 60% (43).

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	Fifty-six percent(33)of students in the lowest quartile made learning gains on the 2012 FCAT Math.		Sixty percent (43) of the students in the lowest 25% will make learning gains on the 2013 FCAT in mathematics.	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	4a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.

1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.

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

1d. During small group guided practice (GRM) TE will explain scale to | 4a.1. Administration Teachers Content Area Coaches InSS Specialist Teachers | 4a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.

Examples: PLC Conversations, Test Item Analysis, progress monitoring data

1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs.

1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs

1d. Administration will spot monitor data chat records and interview students. | 4a.1. Quarterly Assessment Data

Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM |

			students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with individual students. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed (OPM)			
2			4a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	4a.2. 2a. 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. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	4a.2. Administration Content Coaches InSS Specialist Teachers	4a.2... Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	4a.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
			4a.3 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	4a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for	4a.3. Administration Content Coaches InSS Specialist Teachers	4a.3.Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with teachers	4a.3. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		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. 3b. 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. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.		after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	
4	Professional Learning Communities did not take on the role of data teams and discuss common assessment results and best practices for groups of students not making mastery.	Data Teams are given the directive of sharing common data results and discussing best practices. Teachers are provided with common planning for this purpose. Team collaboration is a non-negotiable.	Principal APC Leadership Team RtI Team	Ongoing Progress Monitoring Formative Math Assessment results	Benchmark Test Results

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 # The percent of students not-proficient in mathematics will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	49	55	60	65	

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 percent of students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics in each ethnic subgroup will have a percent increase of 10% not currently proficient.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Afr. Am. – 33% (13) Hisp./Latino-39% (109) Nat. Am. – 27% (3) White – 50% (4)	Afr. Am. – 40% (17) Hisp./Latino-45% (139) Nat. Am. – 34% (3) White – 55% (10)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr>
<td>1</td>
<td>Rigor
Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</td>
<td>5B.1.
*See Strategies from Leveled Groups previously mentioned

1a. 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.

1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.</td>
<td>5B.1.
Administration
Content Coaches
InSS Specialist
Teachers</td>
<td>On-going progress monitoring</td>
<td>5B.1.
Quarterly Assessment Data

Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM</td>
</tr>
<tr>
<td></td>
<td>5B.2.
Interactive Learning Strategies and Differentiated Instruction

Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not</td>
<td>5B.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</td>
<td>5B.2.
Administration
Content Coaches
InSS Specialist
Teachers</td>
<td>On-going progress monitoring</td>
<td>Quarterly Assessment Data

Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10</td>
</tr>
</table>

2	driven by data and do not address individual student needs.	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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.			Standard based reports CTEM
3	5B.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5B.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5B.3. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5B.3. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 34% (56) to 41% (67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-four percent (56)of ELL students scored at proficiency levels on the 2012 FCAT in math.	Forty-one percent (67) of ELL students will achieve a 3 or higher on the 2013 FCAT in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1.	5C.1.	5C.1.	On-going progress	5C.1.

1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	*See Strategies from Leveled Groups previously mentioned 1a. 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. 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.	Administration Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers	monitoring	Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
2	5C.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	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.2. Administration Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers	On-going progress monitoring	5C.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	5C.3. Use of Informational Text across all Content to	5C.3. *See Strategies from Leveled Groups previously	5C.3. Administration	On-going progress monitoring	5C.3. Quarterly Assessment Data

3	Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	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.	Content Coaches InSS Specialist Teachers ELL Contact ELL Reading Teachers		Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 5% (3) to 15% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students with disabilities (SWD) who scored at proficiency on the 2012 FCAT in Math was 5% (3).	Fifteen percent (10) of students with disabilities (SWD) will achieve a 3 or higher on the 2013 FCAT in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5D.1. *See Strategies from Leveled Groups previously mentioned 1a. 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. 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 a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	5D.1. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5D.1. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	5D.2. Interactive Learning Strategies and Differentiated	5D.2. *See Strategies from Leveled Groups previously mentioned	5D.2. Administration Content Coaches	On-going progress monitoring	5D.2. Quarterly Assessment Data –

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	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.	InSS Specialist Teachers		Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
3	5D.3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	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.	5D.3. Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5D.3. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 38% (126) to 44% (166).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-eight percent (126) of economically disadvantaged students achieved a level 3 or higher on the 2012 FCAT in mathematics.	Forty-four percent (166) of economically disadvantaged students will achieve a level 3 or higher on the 2013 FCAT in mathematics.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5E.1. Rigor Instructional: Lessons do	5E.1. *See Strategies from Leveled Groups previously	5E.1. Administration Content Coaches	On-going progress monitoring	5E.1. Quarterly Assessment Data

	1	not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	mentioned 1a. 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 guided practice, students will chart their progress toward the goal. 1c. TE will conference individually (data chat) with students to determine needs relative to risk factor, (e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	InSS Specialist Teachers		Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
	2	5E.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	5E.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify	5E.2. Administration Content Coaches InSS Specialist Teachers	5E.2 2.a. SBLT will collect observation data on response systems utilized by teachers. 2d. OPM data is used to create an action plan to provide re-teaching or Tier II intervention to students whose data indicates a need. Extended day plans are monitored and compared against the action plan. A date to review progress is set on the action plan.	5E.2. Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

		appropriate differentiated instructional strategies to remove the barrier. 2d. Each school day will be extended by 30 minutes to provide additional time for reading instruction.				
3	5E.3 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	5E.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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	5E.3 Administration Content Coaches InSS Specialist Teachers	On-going progress monitoring	5E.3 Quarterly Assessment Data Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

End of Elementary School Mathematics Goa

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
Model Drawing	K-6	Mathematics Coach	School-wide	January 1, 2013	Classroom walkthroughs	Principal Assistant Principals Academic Coaches
Inquiry approach to instruction (L.E.S. - Launch, Explore, Summary)	K-6	Mathematics Coach	K-6 teachers	Ongoing	Classroom walkthroughs Planning sessions	Principal Assistant Principals Academic Coaches
Math Pioneer Trainings	K-5	District Elementary Math Department	K-5 teachers	Ongoing	Planning sessions	Principal Assistant Principals Academic Coaches
District Mathematics Coach Meetings	K-6	District Elementary Math Department	Mathematics Coach	Ongoing	Planning sessions	Principal Assistant Principals Academic coaches
				Initial training by		

Strategy	Grade	Resource	Target	Timeline	Evaluation	Responsible
Scales and Rubric use – CTEM alignment	K-6	SBLT	School-wide	09-17-12 On-going support for targeted teachers as needed.	PLC observations / minutes; CTEM observations; Lesson Plans	Academic coaches SBLT
Data chats	K-6	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations / minutes; CTEM observations; Data Chats; OPM data sheets	Mathematics coach SBLT
OPM – data collection and analysis	K-6	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations / minutes; CTEM observations; Data Chats; OPM data sheets	Academic coaches SBLT
Common Core	K-1 All	SBLT District Elementary Math Department	K-1	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Mathematics coach SBLT
Differentiated Instruction	K-6	Academic Coaches INSS	School-wide	Initial training by 11-30-2012 Ongoing support for targeted teachers as needed.	PLC observations / minutes; CTEM observations; Lesson Plans	Mathematics coach SBLT
Data Team – planning and CFA development	K-6	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations / minutes; CTEM observations; Data Chats; OPM data sheets	Academic coaches SBLT
Action Research	K-6	SBLT	School-wide	School-wide Initial training by 1/1/2013 On-going support for targeted teachers as needed.	PLC observations / minutes	SBLT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Resource Teacher	Resource Teacher provides re-teaching or Tier II inteventions to migrant students as indicated by math assessments.	Title I Migrant	$50,713.89
Math Coach	Math Coach provides the coaching cyle, training, and support for classroom teaching.	Title I Basic	$45,006.46
			Subtotal: $95,720.35

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: $95,720.35

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:	FCAT Science scores have consistently increased from 5% (2009)to 14% (2010) to 15% (2011)to 18% (2012).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring level 3 on the 2011 FCAT in science was 18% (15).	The percent of students scoring level 3 on the 2012 FCAT in science will change as follows: 10% (2) of current students at level 3 (16 students) will move to level 4; 10% (7) of students currently at either level 1 or 2 (70 students) will move to level 3 resulting in 25% (23) of students scoring level 3.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. Routine attendance at PLCs by Leadership Team members. Administration will spot monitor data chat records and interview students.	Quarterly Assessment Data – Disaggregated by item complexity rating Flynt-Cooter Reading Assessment (given at beginning of school year to new students, mid-year and end of year) FCAT SAT-10 Standard Based Reports CTEM

		Strategy	Action Steps	Person Responsible	Monitoring	Evaluation
			1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify an individual goal for achieving a level 3 or 4 on the scale.			
2		Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration. 2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science).	Principal Assistant Principal Content Coaches InSS Specialist Teachers	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content	1a.3. 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or	1a.3. Principal Assistant Principal Content Coaches	Administration and academic coaches will routinely attend PLCs and/or review PLC minutes.	Quarterly Assessment Data – Disaggregated by item complexity rating

	3	instruction often does not include specific strategies for accessing the text to build comprehension.	Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of ELA strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.	InSS Specialist Teachers	Administration and content coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs.	Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM
		Students lack hands-on experience with and discussions on science experiments.	1. Teachers will use the 5E model for lesson planning and instruction, through the support of DE	Principal APC Science Coach	Ongoing progress monitoring data Lesson Observations and feedback	Baseline Data PLC notes Administration

4		techbook and National Geographic. 2. Teachers will implement exploration opportunities within the Science lab as well as in the classroom. 3. Teachers will implement lab journals and discuss results (Are they the same? Why did someone get different results?).	Intervention Support Specialist		observations Benchmark Testing Universal Data
5	Students lack science background knowledge and find the content disinteresting.	1. Teachers will establish an effective science environment. 2. Students will demonstrate conceptual understanding through their science notebooks. 3. Students will demonstrate problem solving through their lab experiments. 4. Mastery of science information will be determined by common formative assessments. 5. Teachers will examine student work, anecdotal notes, and science journal entries to determine student conceptual understanding.	Principal APC Science Coach Intervention Support Specialist	Ongoing progress monitoring data Lesson Observations and feedback PLC/Data Team minutes Administration observations	Benchmark Testing

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:	FCAT Science scores have consistently increased from 5% (2009)to 14% (2010) to 15% (2011)to 18% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students achieving above proficiency in 2012 FCAT Science was 7% (6).	The percent of students scoring above proficiency (levels 4 and 5) on the 2011 FCAT in science will increase from 7% (6) to 8% (7).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery	2a.1. Principal Assistant Principal Content Coaches, Teachers	2a.1. Administration will review lesson plans and determine effectiveness based on observations. Monitoring of coaching logs. Examples: PLC Conversations, Test Item Analysis, progress monitoring data 1.b. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs. 1c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 1d. Administration will spot monitor data chat records and interview students.	2a.1. Quarterly Assessment Data – Disaggregated by item complexity rating Ongoing progress monitoring data FCAT SAT-10 Standard based reports CTEM

			of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)

1d. Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success. | | | |
| | 2 | 2a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs. | 2a.2. 2a. Professional Learning Communities will meet weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.

2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.

2e. Teachers will utilize Discovery Education assignments and assessments (for reading and science). | 2a.2. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders | 2a.2. Administration and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. | 2a.2. Quarterly Assessment Data – Disaggregated by item complexity rating

Ongoing progress monitoring data

FCAT

SAT-10

Standard based reports

CTEM |
| | | Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension. | 2a.3 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all | 2a.3. 3a. Principal Assistant Principal Content Coaches InSS Specialist Team Leaders 3b. Principal Assistant | 2a.3 Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 3b. Administration and Academic coaches will follow-up with | 2a.3 Quarterly Assessment Data – Disaggregated by item complexity rating

Ongoing progress monitoring data |

3	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. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex text reading.	Principal Academic Coaches 3c. Principal Assistant Principal Reading Coach 3d. Principal Assistant Principal Reading Coach Science Coach	teachers after professional learning opportunities by having teachers share their learning through student product 3c. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs 3d. Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	FCAT SAT-10 Standard based reports CTEM

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

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				

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
DE techbook 2.0	school wide	Science Coach; Science SIP members; district Science team	School wide classroom teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
Common Core ELLAs in Science	school wide	Science Coach; Science SIP members	School wide classroom teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
National Geographic	Kinder- 5th	Science Coach; Science SIP members; district Science team	Kinder- 5th teachers	Initial training September On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team
Vernier Lab instruction	2nd – 6th	Science Coach; Science SIP members; district Science team	2nd – 6th Grade teachers	Initial training September - December On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	• Science Coach • SBLT • District Resource Team • DA Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Coach	TSA-Science is funded to provide Science training, coaching cycle, and support to classroom teachers.	Title I Basic	$87,420.52

			Subtotal: $87,420.52

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: $87,420.52

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:	The percent of students achieving proficiency on 2013 FCAT writing (3.0 or higher) will increase from 78% (67) to 86% (85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-eight percent (67) of students achieved a level 3 or higher on the 2012 FCAT writing.	Eighty-six percent of students (85) will achieve a level 3 or higher on the 2013 FCAT writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each	Principal Assistant Principals Reading Coach	Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	Quarterly Writing Prompt

			standard/benchmark.		
			1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks.		
1			1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)		
			1d. 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.		
			1e. 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.		
			1f. 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.		
		Interactive Learning Strategies and Differentiated Instruction Instructional: Data-	Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting,	2a. Principal Assistant Principal	Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at	Quarterly writing prompts

					PLCs		
2	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.	and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension	2b. Principal Assistant Principal Academic Coaches 2c. Principal Assistant Principal InSS Specialist Academic Coaches 2d. Principal Assistant Principal Academic Coaches				
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension through written responses.	3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. 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	Principal Assistant Principal Academic Coaches 3b. Principal Assistant Principal Academic Coaches 3c. Principal Assistant Principal Academic Coaches 3d. Principal Assistant Principal Academic Coaches	Administration will review lesson plans and determine effectiveness based on observations. Routine attendance at PLCs	Quarterly writing prompt		

progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.

3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)

3d. 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.

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:	
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				

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

FCAT 2.0 alignment and scoring anchor papers	Grades 3-4	Reading Coach and district reading coordinator	Grades 3-4	Initial training by 9-12-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading Coach SBLT
Response to reading rubric and writing strategies	Grades 2,5, and 6	Reading Coach	Grades 2,5, and 6	Initial training by 9-05-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading Coach SBLT
Writing Journals	All grades	SBLT	School-wide	Initial training by 9-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Reading Coach SBLT
Writing across the content	All grades	SBLT Academic Coaches	School-wide	Initial training by 9-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	SBLT Academic Coaches

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 Attendance Goal #1:	By June 2013, the Average Daily Attendance (ADA) will increase from 96% to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

Our School held an attendance rate of 96%.	By June 2013, the Average Daily Attendance (ADA) will increase from 96% to 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Twenty percent (157) of students had excessive absenteeism (10+).	By June 2013, the percent of students accruing 10 or more days absent in a one year period will decrease to 16% (116 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Six percent of students(44) had excessive tardies (10+).	By June 2013, the percent of students accruing 10 or more tardies in a one year period will decrease to 4% (29 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	1 Due to economic issues some students may have limited home resources and limited school readiness.	1a. Parent workshops on attendance and student achievement 1b.Impress the importance of attendance in school during School Advisory Council meetings and family nights 1c.Implement new student attendance policy with fidelity 1d.Attendance incentives through Positive Behavior Support	1.1 •Assistant Principal •School Guidance Counselors •Parent Resource teacher •Safe school aide •PBS SIP team	1.1. •Monitor attendance records for decreases in students with excessive absences (more than 10) •Monitor and review tardy records for decreases in students with excessive tardies (more than 10) •PBS SIP team will monitor data to identify patterns or trends.	•Student Pass absence/tardy reports •SIP Focus plan and action steps
2	2. Current economic times can result in students needing to be caretakers or assisting with household responsibilities	2a. Parent workshops on attendance and student achievement. 2b.Impress the importance of attendance in school during School Advisory Council meetings and family nights. 2c.Implement new student attendance policy with fidelity. 2d.Attendance incentives through Positive Behavior Support.	School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team	Monitor attendance records for decreases in students with excessive absences (more than 10) Monitor and review tardy records for decreases in students with excessive tardies (more than 10) PBS SIP team will monitor data to identify patterns or trends.	Student Pass absence/tardy reports SIP Focus plan and action steps
	3. Students do not find classes relevant or sufficiently engaging and choose to miss school.	3a.Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work. 3b. Site-based PLCs will	•School admin •Guidance Counselor •Coaches •Parent Resource teacher •PBS SIP team	Monitor attendance records for decreases in students with excessive absences (more than 10) Monitor and review tardy records for decreases in students with excessive tardies (more than 10)	Student Pass absence/tardy reports SIP Focus plan and action steps Lesson Study deliverables Lesson Plan

3		engage the Lesson Study Process to develop successful inquiry-based, projects. 3c. Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.		PBS SIP team will monitor data to identify patterns or trends.	review CTEM observations

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom management	K-6	Guidance/Admin	Grade level PLCs; individual teachers	on-going as needed	Mentor teachers and coaches will follow up with teachers who request or need additional support	School admin
Love and Logic training	K-6	Parent resource	parents/guardians	on-going as needed	School admin will follow up with parent resource's schedule and trainings	School admin
PBS training	K-6	PBS SIP members	Grade level PLCs; school-wide	on-going as needed	Review of PBS team minutes	Asst. Principal
Differentiated Instruction	K-6	MTSS team members	Grade-level PLCs; school-wide	on-going as needed	Review of PLC minutes	School admin

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional School Guidance Counselor	Focus on attendance and family issues reduces amount of instructional time lost due to absences and misbehavior.	Title I Basic	$55,357.41
			Subtotal: $55,357.41
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: $55,357.41

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:	Suspension Goal 1: By June 2013, number of in-school suspension, total in-school suspension days assigned, and percent of students receiving in-school suspension days will be decreased by 15%. Suspension Goal 2: By June 2013, number of out-of-school suspension, total out-of-school suspension days assigned, and percent of students receiving out-of-school suspension days will be decreased by 15%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were a total of 92 In School Suspensions in 2012.	By June 2013, the total number of in-school suspension days assigned will be decreased by 15% to 78 ISS days.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Fifty three students received ISS in 2012.	By June 2013, the number of students receiving in-school suspension will decrease by 15% to 45 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were eight days of out of school suspensions served in 2012.	By June 2013, the total number of out-of-school suspension days assigned will be decreased by 15% to 6 OSS days.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were six students who received out of school suspension in 2012.	By June 2013, the number of students receiving out-of-school suspension will decrease by 15% to 6 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	1.1.There is a lack of social norm and self-discipline instruction within our instructional programming.	1.1. Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms. 1.1b. Students who demonstrate a need for targeted or intensive support will receive interventions such as one to one mentoring, check	School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team	Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends.	Student Pass records PBS reports SIP focus plan/action steps

		in/check out, and guidance support.				
2	1.2. Limited transitional programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero tolerance behaviors transition poorly to the traditional school environment	1.2a. School leadership will meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into the school community. 1.2b A mentoring program will be adopted to support all at-risk students.	School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team	Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends.	Student Pass records PBS reports SIP focus plan/action steps	
3	1.3. High staff turnover and high student mobility rate hinders the school's ability to reinforce consistent and high expectations for student behavior.	1.3.a. Additional staff development and coaching support will help teachers with classroom management issues. 1.3.b. School guidance counselors will provide small-group interventions for students struggling with impulse control, bullying, anger management and other high-risk behaviors. 1.3.c. The school's PBS team will create a continuum of interventions for students who receive a certain number of referrals	School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team	Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends.	Student Pass records PBS reports Lesson plan reviews CTEM SIP focus plan/action steps	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom management	K-6	Guidance Admin	Grade level PLCs Individual teachers	on-going as needed	Mentor teachers and coaches will follow up with teachers who requset or need additional support.	School admin
Love and Logic training		Parent resource	Parents/guardians	on-going as needed	School admin will follow up on parent resource's schedule and trainings	School admin
PBS training	K-6	PBS SIP members	Grade level PLCs; school-wide	on-going as needed	Review of PBS team minutes	Asst Principal
Differentiated Instructino	K-6	MTSS team members	Grade level PLCs; school-wide	on-going as needed	Review of PLC minutes	School admin

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Resource Teacher	Resource Teacher targets families of students who are at-risk for failure. Resource Teacher provides training and guidance to families so they are empowered to assist their children.	Title I Basic	$63,760.53
			Subtotal: $63,760.53
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: $63,760.53

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.*	Parents are an integral part of the educational process. Research indicates a direct correlation between student success and parent involvement. The percent of parents involved in school activities will increase from 48% to 55%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The percent of parents involved in school activities are estimated at 48% based on parent sign in sheets.	The percent of parents involved in school activities will increase from 48% to 55%.
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
	1.1A majority of the students have non-English speaking parents. They feel	1.1a.Provide all printed material in English, Spanish, and Creole.	1.1. Administration Resource Teacher for Parent	1.1. Sign-in sheets at evening events, resource room or	1.1. Survey results Student data results

1	uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school.	1.1b.Provide translation in Spanish and Creole at all parent functions, meetings, and trainings. 1.1c.Utilize bilingual staff and students to assist parents in navigating around the school and for translations Communicate in a variety of methods: mail, phone, face to face, home visits, newsletters, school website, and progress reports. Support parents in helping their children at home. Offer training sessions for parents on how to help with homework, planners used to communicate with parents, home weekly folders, etc.	Involvement	guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis	
2	1.2. A majority of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time events due to child care, transportation, and employment-related issues.	1.2a.Serve food at evening events. 1.2b.Plan teacher/parent conferences to meet all stakeholders' needs. 1.2c.Provide child-care services at parent training events. 1.2d.Promote community involvement to provide transportation to school functions.	1.2 Administration Resource Teacher for Parent Involvement	1.2. Sign-in sheets at evening events, resource room or guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis.	1.2. Survey results Student data results
3	1.3. A majority of the students' parents and/or extended family members are immigrants They have expressed interest in expanding their knowledge of the federal, state, and the local school system procedures and policies.	1.3a.Organize and conduct various parent training sessions. 1.3b.Present various training sessions for staff in regards to effective communication with immigrant families. Provide events and activities that bring families into the school: Family Literacy Nights, Fall Festival, Welcome Back Breakfast, Report Card Pick Up Nights, Parenting Classes, and English classes.	1.3 . Administration Resource Teacher for Parent Involvement	1.3. Sign-in sheets at evening events, resource room or guidance office will be used to determine number of parents using these resources. Teachers will document parent contacts on a monthly basis.	1.3. Survey results Student data results

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:	90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Many teachers do not understand the connection of STEM to	Provide meaningful professional learning that effectively models	TSA-Math Coach Science Coach Administration		Grade level STEM lesson/projects MIP spreadsheet

#					
1	a specific content and may be resistant to incorporating STEM skills and strategies into their content	STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content	IR Teacher		Teacher reflections
2	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.	TSA-Math Coach Science Coach Administration IR Teacher		Grade level STEM lesson/projects MIP spreadsheet Teacher reflections

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM PD	All K-12 Teachers	Department Chairs	All K-12 Teachers	TBD	TBD	Site-Based Administrators
Common Core State Standards	6-12	Department Chairs	Math Teachers	TBD	TBD	TBD

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Support	Reading Coach funded to provide coaching cycle, training, and support to teachers.	Title I Basic	$57,872.65
Reading	Tutors	Under supervision of classroom teacher, tutors provide supplemental instruction to struggling ELL students.	Title I Basic	$112,222.48
Reading	Teacher and student support	Three resource teachers provide Tier II interventions or re-teaching, to struggling migrant students as indicated by two common assessments. Resource Teachers also provide support for classroom teachers.	Title I Migrant	$189,262.66
Reading	Extended Day	Each school day is extended by 30 minutes for the purpose of providing additional reading instruction.	School Improvement Grant	$342,260.85
Mathematics	Resource Teacher	Resource Teacher provides re-teaching or Tier II inteventions to migrant students as indicated by math assessments.	Title I Migrant	$50,713.89
Mathematics	Math Coach	Math Coach provides the coaching cyle, training, and support for classroom teaching.	Title I Basic	$45,006.46
Science	Science Coach	TSA-Science is funded to provide Science training, coaching cycle, and support to classroom teachers.	Title I Basic	$87,420.52
Attendance	Additional School Guidance Counselor	Focus on attendance and family issues reduces amount of instructional time lost due to absences and misbehavior.	Title I Basic	$55,357.41
Suspension	Parent Involvement Resource Teacher	Resource Teacher targets families of students who are at-risk for failure. Resource Teacher provides training and guidance to families so they are empowered to assist their children.	Title I Basic	$63,760.53

Subtotal: $1,003,877.45

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00

Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Structures	Kagan training	School Improvement Grant	$5,000.00

Subtotal: $5,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $1,008,877.45

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Support programs/projects included in SIP	$0.00
Implementation of SIP activities	$0.00

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

The School Advisory Council (SAC) assists in the preparation and evaluation of the results of the School Improvement Plan. The SAC also contributes and assists administration with the development of annual Title I budgets, Parent Involvement Plans, and student/parent compacts.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
EDEN PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	56%	88%	20%	219	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	56%			115	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?	51% (YES)	50% (YES)			101	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					435	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District
EDEN PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	50%	71%	17%	191	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	53%	57%			110	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?	60% (YES)	57% (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					418	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested