FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HIGHLANDS ELEMENTARY SCHOOL

District Name: Collier

Principal: Valerie Wenrich

SAC Chair: Cecilia Vega

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Valerie Wenrich	BS Special Education K-12, Ball State University, MS educational leadership, Nova Southeastern University, Certification in educational leadership State of Florida, Hearing impaired K-12, SLD K-12		5	According to statute, the Superintendent has the authority to strategically place administrators within the school district. Placed from a high performing school, 2011/2012 was an A school.
Assis Principal	Steven Grimes	Masters degree in Educational Leadership from Walden University and a Bachelor of Science degree in Physical Education from Taylor University	19	4	According to statute, the Superintendent has the authority to strategically place administrators within the school district.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Charles	Masters Degree in Reading-Salem State College, Salem, Massachusetts	4	4	Academic coach was hired based upon prior performance in the area of reading. In addition, she has the skill set to work with students and adult learners, as well.
Math	Lisa Lamorgese	Bachelor of Science in Elementary Education-State University of New York - Cortland Masters of Science in Reading-Florida Gulf Coast University Masters of Science in Educational Leadership Elementary Education K-6 Reading Education K-12 ESOL Endorsed			Academic coach was hired based upon prior performance in the area of math.
Science	Todd Holappa	Elementary Education (Grades K-6)& B.S. in Integrated Sciences at Eastern Michigan University English for Speakers of Other Languages ESOL)/Endorsement General Science (Grades 5-9)	6	4	Academic coach was hired based upon prior performance in the area of science.

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	Monthly meetings with mentors and mentees with leadership team to address needs,(i.e. parent communication, extra technology help, administering standardized tests, etc.)	Principal, Assistant Principal, Literacy Team, Academic coaches	On-Going	
2	Collegially-based professional learning and support communities	Principal, Team Leaders	on-going	
3	Site-based and district professional development targeted to teacher needs	Leadership Team and Literacy Team	on-going	
4	Partnership with local universities (Edison College, Barry University, Florida Gulf Coast University) to support internship experiences for pre-service teachers	Principal and Asst. Principal	on-going	
5	Addition of subject area coaches (reading, math, science) for modeling lessons and offering support for differentiated instruction	reading, math and science coaches	on-going	
6	Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies,	Principal, Assistant Principal,	on-going	

	technology training, Instructional strategies, etc.)	Coaches, Teachers		
7	Partnering new teachers with veteran staff	Principal	on-going	

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
6%(4 teachers)	1.Monthly meetings with mentors and mentees with leadership team to address needs (i.e. parent communication, extra technology help, administering standardized tests, etc) 2. Partnering new teachers with veteran staff 3. Collegially-based professional learning and support communities 4. Site-based and district professional development targeted to teacher needs.

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
62	6.5%(4)	53.2%(33)	32.3%(20)	6.5%(4)	43.5%(27)	95.2%(59)	16.1%(10)	0.0%(0)	66.1%(41)

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
Andrea Cruz	Megan Hoyak	Ms. Cruz will be working on the same grade level team as Ms. Hoyak. She has most of her experience at this grade level and will have the opportunity to work closely with her.	New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach and Literacy Team as they prepare lessons and teach their students.
		Ms. Lamorgese is an experienced teacher and	New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New

Lisa Lamorgese	Kara Lindsey	academic coach that will be able to support Ms. Lindsey through modeling and working closely with her.	teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach and Literacy Team as they prepare lessons and teach their students.
Susan Withstandley	Michelle Brady	Ms. Withstandley is an experienced teacher with many years of experience at this grade level which will support Ms. Brady as she works with the first grade.	New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach and Literacy Team as they prepare lessons and teach their students.
Mary Murphy	Anna Hickey	Ms. Murphy is an experienced teacher who has classroom experience and will be able to support Ms. Hickey by modeling and working closely with her.	New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach and Literacy Team as they prepare lessons and teach their students.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

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

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools.
The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at

Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty. District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

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

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

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

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

Title I, Part D

Title I Part D funds will be used to provide Alternative Education Classroom Assistants at Collier Academy and Phoenix Naples;

these staff will integrate with district funded instructional staff to supplement and provide intervention to at risk students.
In addition, Title I Part D funds, in collaboration with Title I Part A, will be used to fund a counselor to support the Title I Part D

school sites with drop out prevention, student progression and supplemental counseling support.
Title I Part A also sets aside funds that are used to provide Reading Coach to support the staff development of staff at Neglected and Delinquent school sites.

Title II

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

Title III

The District School Board of Collier County is collaborating with the utilization of Title I and Title III grant funds. The district provides immersion teachers and bilingual tutors at individual schools with large numbers of ELL and immigrants students. Through Title III and Title I funds, additional positions of tutors, paraprofessionals and teachers have been created to enhance the instruction of English Language Learners. Those positions are above those required by the META Consent Decree.
The district counts also on the support and collaboration of the Title I funds by combining funds from Title I and Title III to support district Teachers on Special Assignment (TSAs) in providing additional services and training to teachers, tutors, and paraprofessionals. The training will occur in Title I and Title III schools. A major initiative of the Co-teaching model is being implemented with fidelity this year. This is a collaborative effort between ESE, ELL Title III and Title I schools. This will allow flexibility in the training by geographical areas, targeting specific teachers, tutors, paraprofessionals and administrators in schools with large numbers of ELL, Title I and immigrant students.
In addition, Title III will fund Teachers on Special Assignment for the SIOP model coaching positions at the secondary level. These positions will enhance training opportunities for teachers, tutors and administrators who work with large numbers of

ELL students. The training and support will include classroom visitations for appraisal of training needs, training on special needs, modeling and interventions, recommendations and follow up for improvement in the utilization of taught skills. Title III grant funds will pay for additional paraprofessionals and tutors in schools where there are large numbers of ELL and immigrant students. These positions will be used to assist students in tutorials in the content area courses and/or after school programs. It is expected that students participating will increase their academic skills and therefore meet Adequate Yearly Progress (AYP).
The training that the SIOP coaches (TSAs) will provide will be onsite and clinical. It will take place in the classroom setting whereby students as well as teachers will benefit from the strategies demonstrated by the TSAs without affecting the teaching time since the teachers will not be away from the classroom for training.
Additional benefits include successful teachers and tutors leading and teaching ELL students and Title I students who in a many cases have both classifications, to become literate in English, thus closing the gap between them and mainstream population.
Title III and Title I will also collaborate in the parent workshops and teacher training as part of the parental involvement process. Two parent workshops will be prepared and delivered for parents of Title I students, ELL and immigrant students. The topics will include, but not be limited to, How to Help My Child with Homework, The United States Education System, Understanding Report Cards, How to Do Better on Tests and more. These workshops will also include community business partners such as the Sherriff's office and the Health department among others. They will give orientation to parents about all the topics related to health and security.

Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to indentify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.
The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The district, through the Safe and Drug Free Schools grant and based on gathered data, determined a list of needs. Target areas included lowering incidences of bullying (violence prevention) in the schools, lowering rates of alcohol, tobacco and other drug use among students, and the development of students' pro-social skills. To that end, programs such as Too Good for Drugs, Positive Behavior Support, Social Norming, and Guiding Good Choices have been selected for implementation in schools. Parents in the Title I schools are offered the Guiding Good Choices program led by the Title I Parent Involvement Specialist. Both Safe and Drug Free Schools and Drug Free Collier are working collaboratively to provide Guiding Good Choices classes for parents in the community. A Bullying Prevention Resource list is available on the district website.
The district's Homeless Liaison, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. The liaison works with school staff and community agencies to identify eligible students, expedite school registration and bus transportation, and provide school supplies. Throughout the school year, the liaison monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts.

Nutrition Programs

Highlands is participating in the second year of a Grant Funded Fresh Fruits and Vegetables program during the 2011-2012 school year. This program provides one fresh fruit or vegetable to every student every day. Nutrition facts are provided each day to educate the students on the importance of good nutrition. 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. Staff are using the information provided by the district to educate students on the importance of Health and Nurtition through this valuable program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Valerie Wenrich
APC: Steve Grimes
Kindergarten: Andrea Cruz
First Grade: Jaime Maisano
Second Grade: Sue Leitner
Third Grade: Will Staros
Fourth Grade: Brenda Day
Fifth Grade: Karen Metz
Sixth Grade: Craig Howell

Additional Support Faculty
Reading Coach: Mary Charles
Science Coach: Todd Holappa
Math Coach: Lisa Lamorgese
ELL Contact: Nilda Herrera
School Counselor: Kate Hahn
School Psychologist: Cliff Payne
Speech Pathologist: Michelle Barnhart
INSS- Donan Iavocone

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ELL Team Leader: Participates in student data collection, integrates core instructional activities/materials into Tier 1/2 instruction, and collaborates with general education teachers through such activities as co- teaching

Reading/Math Coach: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Core, Targeted, and Intensive intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselor will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team designates student and adult learning as the first priority using the school vision. The team gears content and instruction to Common Core and Next Generation Sunshine State Standards. The leadership team creates a culture of continuous learning for adults. Within this culture, the instructors use multiple sources of data to assess learning and refine instruction.

The leadership team meets with the professional learning communities to:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the plc will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also monitors parent/teacher communication through our data warehouse management system to make sure all necessary discussions about students progress or interventions include the parent.

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 MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Core; Targeted;Intensive academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures with the Collier County Public School's MTSS framework for implementation. The School Improvement Plan is shared with all stakeholders through a variety of meetings. Input and suggestions are received and considered when designing and updating the School Improvement Plan. Goals and Objectives are created based on what the student data is showing us. In addition, once the plan is implemented, the MTSS Leadership team will revisit it throughout the year updating the plan as needed.

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.

Highlands Elementary School teams meet in grade level teams as professional learning communities. During these meetings,teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the students identified "in need of improvement". Teachers use FAIR, benchmark, baseline, and formative assessments that are recorded in our Data warehouse system to guide instruction and behavioral data is reviewed through our student pass system. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This data will be used during PLCs to follow the rate of student progress over time. Data Teachers share results and best practices.

As students fail to meet with success, students are referred to the Grade Level PLC's for additional support. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse as well as teacher generated results.

Describe the plan to train staff on MTSS.

Initial MTSS training was conducted during a 4 day workshop, led by District staff. To provide further reaching support at the

school building level, a School-Based Part-Time MTSS Coordinator and a PBS Coach have been designated to our school. The role of the School-Based MTSS Coordinator is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the RtI Team Meetings. The district training has incorporated a multi-tiered approach to staff development in the area of MTSS. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12)
completed an intensive 4 day training on MTSS principles and consensus building. The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator of MTSS/PBS through monthly on site walk throughs, problem-solving meetings and PLC meetings. In addition, the District Coordinator of MTSS/PBS will provide monthly follow-up trainings with School-Based MTSS Coordinators. Teachers meet with PLCs twice a month to discuss MTSS implementation at their grade level. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for RtI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. In addition, the district has required all instructional personnel (PK-12) to complete MTSS training within the next two years using the Direct Steps online training tool. Each staff member will be required to complete 3 courses. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources as well as other data collecting tools.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School-Based Literacy Leadership Team is made up of a Reading Coach and Three Reading Resource Teachers. This group works directly with the school administration to ensure all students needs are being met.

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

This group has established a Literacy Lab for students in need of additional literacy support beyond the minimum of 90 minutes provided by the classroom teacher. They meet with teachers and administrators every five weeks to Progress Monitor. The LLT is driven by a focus upon literacy throughout the school. Through a continued emphasis on strengthening all five components of the reading process: phonics, phonemic awareness, fluency, vocabulary, and comprehension, the students consistently receive direct instruction in reading that relates to more than simply comprehension. In addition, the LLT maintains direction in producing students who can effectively communicate through writing. The LLT provides professional learning communities with data regarding summative and formative assessments. Changes to instruction are refined based upon analysis of this type of data. Reviews universal screening data and links to instructional decisions; reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the committee will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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

Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.

*Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

*Increasing strategies that provide for opportunities for students to learn at higher levels of Bloom's Taxonomy while increasing their depth of knowledge so that material may be understood at greater levels of cognitive complexity.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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.
FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

*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?

Not Applicable

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the school year 2012-2013 school year, students receiving a 3 on FCAT will increase by at least 14 students from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(88)of students achieved proficiency FCAT level 3.	31%(102)of students will achieve proficiency FCAT 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	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	2. Use of informational text across all content to teach reading and writing skills and strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

2		that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.			
3	3. Interactive learning strategies and differentiated instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6

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 need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the school year 2012-2013 school year, students receiving a 4 or 5 on FCAT will increase by at least 3 students from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(47)of students achieved proficiency FCAT level 4 and 5.	15%(50)of students will achieve proficiency FCAT level 4 and 5.

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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District.: Reading strategies utilized across all content; DA: same; CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

2		strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6

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:	By the end of the 2012-2013 school year, students making learning gains on the Reading FCAT Assessment will increase by 14 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(169)of students made learning gains in the FCAT Reading Assessment.	73%(183)of students will make learning gains in the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

		be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District Data Chats CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6

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:	By the end of the 2012-2013 school year, students in the lowest 25% making learning gains on the Reading FCAT Assessment will increase by 3 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(42)of students in the lowest 25% made gains on the Reading FCAT Assessment.	71%(45)of students in the lowest 25% will make gains on the Reading FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Checks for understanding are not used or are used inappropriately in many classrooms	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. TE will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

2		the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6

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

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

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

5B. Student subgroups by ethnicity (White, Black,	By the end of the school year 2012-2013 school year, Black Students receiving a 3 on FCAT will increase by 7% from the

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	previous school year, Hispanic Students receiving a 3 on FCAT will increase by 6% from the previous school year,Economically Disadvantaged Students receiving a 3 on FCAT will increase by 6% from the previous school year and ESE Students receiving a 3 on FCAT will increase by 7% from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4)Black students,40%(123)Hispanic students,39%(125) Economically Disadvantaged Students and 29%(15)ESE Students achieved proficiency FCAT level 3.	38%(4)Black students,46%(139)Hispanic students,45%(142) Economically Disadvantaged Students and 36%(14)ESE Students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District.: Reading strategies utilized across all content; DA: same; CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

		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.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, ELL students receiving a 3 on FCAT will increase by 7% from the previous school Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(51) students achieved proficiency FCAT level 3.	37%(39)of students will achieve proficiency FCAT 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
	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations,	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes

	1		adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding. TE will utilize a variety of ELL strategies to enhance understanding of content.		administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District: Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

		meeting high expectations.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, ESE students receiving a 3 on FCAT will increase by at least 7% from the previous school Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(15)of ESE students achieved proficiency FCAT level 3.	36%(14) of ESE students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. TE will accommodate/adapt classroom work to be consistent with 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 access to plans/differentiation/accommodation opportunities in daily instructional practices. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	Content instruction often does not	Content area teachers will routinely utilize Collaborative Comprehension Strategies	Administration, Reading/Math/Science	Utilize content area coaches and the	Lesson Plans

2	include specific strategies for accessing the text to build comprehension.	(CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. TE will accommodate/adapt classroom work to be consistent with 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.	Coaches, MTSS Leadership team, Instructional staff	coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	TE will accommodate/adapt classroom work to be consistent with 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 access to plans/differentiation/accommodation opportunities in daily instructional practices. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, Economically Disadvantaged students receiving a 3 on FCAT will increase by at least 17 students from the previous school Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(125)of students achieved proficiency FCAT level 3.	45%(142)of students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

		standards/benchmarks. Teachers will be accountable for implementing professional learnings.			
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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
Reciprocal Teaching	K-6	Reading Coach Lori Osckus;author of Reciprocal Teaching and Interactive Read A-Louds.	School wide	Aug. 15, 2012 PLC K-6 with targeted teachers Sept. 18,2012 PLC ER Day Sept. 26th and 27th with targeted teachers Monthly PLC's	CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6	Administration
Guided Reading	K-6	Reading Coach	Targeted Teachers based on data analysis	ER day Sept. 17, 2012	CTEM reports on instructional practice for grouping, questioning and critical questioning techniques Progress reports on Reading levels quarterly in Data Warehouse	Administration
Reading Benchmarks and the use of test item specifications to plan effectively for instruction	Reading K-6	Reading Coach	K-6 Teachers	Monthly PIC's	PLC meeting minutes Lesson Plan Evidence CTEM Domain 2 #42-44	
FAIR Assessment	K-5	Reading Coach	Targeted Teachers	Sept. 2012	FAIR reports	Administration
FLKRS Training	K Teachers	Reading Coach	K Teachers	Aug. 30, 2012	FLKRS report	Administration

Webb's DOK	K-6	District Advanced Studies Support Staff Reading Coach	K-6 Teachers	Oct. 9 & 10 during grade level PLC's	CTEM DQ4 #21-22	Administration
Close Reading and CCSS for English Language Arts	All content areas K-6	Reading Coach	K-6 Teachers	Aug. 17, 2012 Monthly PLC's	CTEM DQ 2 #11; DQ 3 #18-19; DQ 4 #21-23	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reciprocal Teaching	Book study	Title One	$1,258.00
Pathways to Common Core	Book Study	Title One	$1,014.00
			Subtotal: $2,272.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ticket to Read	Reading Program used for support of comprehension skills	Locational funds	$3,500.00
			Subtotal: $3,500.00
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
Reading Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title One Basic FSG 100% and 100% staff development function	$42,871.00
Literacy Resource Teachers	Highly Qualified teachers who provide intervention to improve student achievement in reading	Title one Basic/Migrant	$120,496.00
			Subtotal: $163,367.00
			Grand Total: $169,139.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 2% as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in listening/speaking:	
26% (45)students are proficient in Listening/Speaking in grade K-6 at Highlands Elementary School.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to: Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups; Build on others' talk conversations by responding to the comments of others through multiple exchanges; Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or thorough other media.	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.	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:	
19% (33)students are proficient in Reading in grade K-6 at Highlands Elementary School.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	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.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the area of Reading to: Teachers will make sure that students:	Language Arts and/or ELL teacher, ELL Contact and Reading coach will monitor	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.	Fluency rubric spring CELLA assessment and /or FACT test results

1		Identify key vocabulary words to connect meaning to comprehension. Use Reading for comprehension strategies such as: Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading/ Thinking Activity (DRTA), anticipation and double entry journals.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-13 academic year, the percentage of LY students proficient in Writing will have increase in at least 2% as measured by the spring CELLA assessment.
2012 Current Percent of Students Proficient in writing:	
18% (32) LY students are proficient in Writing in K-6 at Highlands Elementary School.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	Students will have opportunities to: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.	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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Language for Learning	scripted reading program for tutors to use to assist students	title one	$821.00

	in the acquistion of language		
			Subtotal: $821.00
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
ELL Spanish Tutors	Provide support to our ELL students with strategies for learning English. District also provides the school with ELL tutor support in compliance with the Meta Consent Decree of Florida. The Title I Basic and Migrant tutors are supplemental to what is required by the District.	Title One Basic/Migrant	$164,192.00
			Subtotal: $164,192.00
			Grand Total: $165,013.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the end of the school year 2012-2013 school year, students receiving a 3 on FCAT will increase by at least 14 students from the previous school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(85) of students achieved proficiency FCAT level 3.	30%(99)of students will achieve proficiency FCAT 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	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	3. Interactive learning strategies and differentiated instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
	2. Use of informational text across all content	Teachers will teach students the process of	Administration, Reading/Math/Science	Utilize content area coaches and the	Lesson Plans

3	to teach reading and writing skills and strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories. 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.	Coaches, MTSS Leadership team, Instructional staff	coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Data Warehouse:PLC notes, coaching cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
4	1. Instructional rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks
5	1. Instructional Rigor: Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks /exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6

		tiered supports as appropriate based on daily checks for understanding. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.			
6	2. Use of informational text across all content to teach reading and writing skills and strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks and Use of Paige Keeley Assessments for a Strategy Effectiveness Teachers will be accountable for implementing professional learnings. Using Discovery Education Assignment Builder to scaffold reading assignments to build comprehension skills.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks Discovery Education reports CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the end of the school year 2012-2013 school year, students receiving a 4 or 5 on FCAT will increase by at least 4 students from the previous school
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(46)of students achieved proficiency FCAT level 4 and 5.	15%(50) of students will achieve proficiency FCAT level 4 and 5.

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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	Data-driven planning,	Professional learning	Administration,	Meet with grade level	Data Warehouse:

2	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.	communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Math Notebooks Quarterly Assessment Data CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
4	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/benchmark. Ex.: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the student's conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Quarterly Assessment Data Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks
5	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6

		tiered supports as appropriate based on daily checks for understanding Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.			
6	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks and Use of Paige Keeley Assessments for a Strategy Effectiveness Teachers will be accountable for implementing professional learnings. Using Discovery Education Assignment Builder to scaffold reading assignments to build comprehension skills	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Discovery Education reports District. Reading strategies utilized across all content; DA: same; CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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

of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the 2012-2013 school year, students making learning gains on the Math FCAT Assessment will increase by 16 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(182)of students made learning gains in the FCAT Math Assessment.	79%(198)of students will make learning gains in the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District Data Chats CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word	Administration, Reading/Math/Science Coaches, MTSS Leadership team,	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss	Lesson Plans Data Warehouse:PLC notes, coaching

2		problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.	Instructional staff	observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
3	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
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:

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:	By the end of the 2012-2013 school year, students in the lowest 25% making learning gains on the Math FCAT Assessment will increase by 3 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(52)of students in the lowest 25% made gains on the Math FCAT Assessment.	87%(55)of students in the lowest 25% will make gains on the Math FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
	Checks for understanding are not used or are used inappropriately in many classrooms	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student notebooks	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6

3		level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding TE will closely monitor low-expectancy students for understanding of content, providing immediate interventions as appropriate. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.		to determine that systematic and regular feedback is being provided.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the end of the school year 2012-2013 school year, Black Students receiving a 3 on FCAT will increase by 7% from the previous school year, Hispanic Students receiving a 3 on FCAT will increase by 6% from the previous school year,Economically Disadvantaged Students receiving a 3 on FCAT will increase by 6% from the previous school year and ESE Students receiving a 3 on FCAT will increase by 6% from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4)Black students,39%(118)Hispanic students,39%(126) Economically Disadvantaged Students and 36%(18)ESE Students achieved proficiency FCAT level 3.	38%(4)Black students,45%(136)Hispanic students,45%(142) Economically Disadvantaged Students and 42%(17)ESE Students will achieve proficiency FCAT 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
	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes

1		the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.		CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. TE will 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. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, ELL students receiving a 3 on FCAT will increase by at least 6% from the previous school Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(61) of ELL students achieved proficiency FCAT level 3.	42%(44) of students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding. TE will utilize a variety of ELL strategies to enhance understanding of content.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
	Content instruction often does not include specific strategies for accessing the text to build comprehension.	TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes

3		Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.		Conduct walkthroughs and observations and provide specific feedback to teachers.	Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, ESE students receiving a 3 on FCAT will increase by at least 6% from the previous school Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(18) of ESE students achieved proficiency FCAT level 3.	42%(17)of ESE students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. TE will accommodate/adapt classroom work to be consistent with 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 access to plans/differentiation/accommodation opportunities in daily instructional practices. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction,	TE will accommodate/adapt classroom work to be consistent with 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 access to plans/differentiation/accommodation opportunities in daily instructional practices.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading

2	interventions and enrichment are not driven by data and do not address individual student needs.	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.		decisions.	strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories. TE will accommodate/adapt classroom work to be consistent with 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	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:	By the end of the school year 2012-2013 school year, Economically Disadvantaged students receiving a 3 on FCAT will increase by at least 16 students from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(126)of Economically Disadvantaged students achieved proficiency FCAT level 3.	45%(142)of Economically Disadvantaged students will achieve proficiency FCAT 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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student journals and/or written journals/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6

		appropriate based on daily checks for understanding.			
2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes District:Reading strategies utilized across all content CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6
3	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Math Notebooks CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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
Review of Math Benchmarks to plan effectively for instruction	K-6 Math	Math Coach	Grades K-6	Monthly PLC's	PLC meeting minutes Lesson Plan Evidence	Administration
Test Item Specifications	3-6 Math	Math Coach	Grades 3-6	Monthly PLC's	PLC meeting Minutes Lesson Plan Evidence	Administration
Model Drawing and Math Notebooks	K-6 Math	Math Coach	Grades K-6	Monthly PLC's	PLC meeting minutes Lesson Plan Evidence CTEM DQ 2 #12	Administration
Webb's DOK for Math	K-6 Math	Math Coach District Advanced Studies Support Staff	Grades K-6	Oct. 9 & 10,2012	PLC meeting minutes Lesson Plan Evidence CTEM DQ4 #21-22	Administration
Pioneer Math					Meeting Minutes	

Trainings offered for pioneer teachers	Grade bands for K-1, 2-3, and 4-5.	District Math Coordinator	Point of contact for grade bands for K-1, 2-3, and 4-5.	Quarterly	PLC meeting discussion and minutes	Administration
Math coach meeting	Math coach	District Math Coordinator	Math coach	Monthly	Leadership meeting minutes Coaching log	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title one	$62,323.00
			Subtotal: $62,323.00
			Grand Total: $62,323.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the end of the school year 2012-2013 school year, students receiving a 3 on Science FCAT will increase by at least 8 students from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(18)of students achieved proficiency FCAT level 3.	30%(26)of students will achieve proficiency FCAT 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. Instructional Rigor:	Teachers will utilize	Administration,	Utilize content area	Review of

1	Checks for understanding are not used or are used inappropriately in many classrooms.	exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6
2	3. Interactive learning strategies and differentiated instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
3	1. Instructional rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks

		quadrants 3 or 4 of Webb's DOK.			
4	2. Use of informational text across all content to teach reading and writing skills and strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks and Use of Paige Keeley Assessments for a Strategy Effectiveness Teachers will be accountable for implementing professional learnings. Using Discovery Education Assignment Builder to scaffold reading assignments to build comprehension skills.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks Discovery Education reports CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

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:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of the school year 2012-2013 school year, students receiving a 4 or 5 on Science FCAT will increase by at least 2% students from the previous school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(1) of students achieved proficiency FCAT level 4 and 5.	2%(3)of students will achieve proficiency FCAT level 4 and 5.

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	Checks for understanding are not used or are used inappropriately in many classrooms.	Teachers will utilize exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content. Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Review of student notebooks/exit Tickets Lesson Plans PLC Notes Checks for understanding; CTEM: 1-2, 10,11, 12, 14, 15, 19, 20, 22, 23; 2-1, 6, 7, 8; 3-2, 3; 4-5, 6

2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning communities will meet two times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. School level data chats: administrator to teacher or team (1 x per month);teacher to student(minimum of 1x quarterly); student to parent are held 1 time per semester.	Data Warehouse: Data Chat PLC notes Benchmark Quarterly Assessments District: Data Chats; DA: same; CTEM: 1-2, 3; 2-6, 7, 8; 3-1, 2, 3; 4-2, 5, 6
3	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/benchmark. Ex.: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the student's conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Quarterly Assessment Data Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Science Notebooks
	Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers	Lesson Plans Data Warehouse:PLC notes, coaching cycle notes Discovery Education reports District. Reading strategies utilized across all content; DA: same; CTEM: 1-10, 11, 13, 19, 2-1, 3; 3-2, 3; 4-5, 6

4		student interviews. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks and Use of Paige Keeley Assessments for a Strategy Effectiveness Teachers will be accountable for implementing professional learnings. Using Discovery Education Assignment Builder to scaffold reading assignments to build comprehension skills			

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
Science Notebooks	K-5 Science	Science Coach	K-5	Monthly PIC meetings	Analyze student progress data on written responses	Administration
Discovery Ed Resources	K-6	Science Coach	K-6	Bi-weekly collaborative planning sessions for grade level teams	CTEM observation of data on resources used during science lessons Discovery Ed log in reports	Administration
Picture Perfect Books	K-6	Science Coach	K-6	Quarterly	Analyze lesson plans	Administration
5E Lesson Planning	k-6	Science Coach	K-6	Monthly PLC meetings	Analyze lesson plans	Adminstration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NSTA Books: Picture Perfect Books;Using Children's books to guide inquiry k-4 & 3-6	Books to assist coaches and teachers in planning for inquiry instruction using literature	Internal	$558.68
			Subtotal: $558.68
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
Science Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title One	$28,370.00
			Subtotal: $28,370.00
			Grand Total: $28,928.68

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:	By the end of the school year 2012-2013 school year, students receiving a 3 on FCAT 2.0 will increase by at least 8% from the previous school

2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(71) of students achieved proficiency FCAT 2.0 level 3.	85%(71) of students will achieve proficiency FCAT 2.0 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	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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. 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Writing Prompt Teacher scored writing samples/exemplars CTEM PLC notes FCAT/Collier Writes
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. Teachers 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Writing Prompt Teacher scored writing samples/exemplars CTEM PLC notes FCAT/Collier Writes

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:	By the end of the school year 2012-2013 school year, students receiving a 4 on FCAT will increase by at least 2% from the previous school
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(17)of students achieved proficiency FCAT level 4.	20%(17)of students achieved proficiency FCAT level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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. 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Writing Prompt Teacher scored writing samples/exemplars CTEM PLC notes FCAT/Collier Writes
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. Teachers 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.	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Writing Prompt Teacher scored writing samples/exemplars CTEM PLC notes FCAT/Collier Writes

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
Collaborative Scoring of student work	K-6 writing	Reading Coach	All teachers	Monthly PLC's	Data analysis of student writing and tracking of progress	Administration
Grade level analysis of new writing rubrics for text dependent responses	K-6 writing	Reading Coach	All teachers	Monthly PLC's	Data analysis of student writing and tracking of progress	Administration
Writers Workshop	K-6 writing	Reading Coach	All teachers	Monthly PLC's	Data analysis of student writing and tracking of progress	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	The attendance rate at Highlands Elementary school in the 2011-12 school year was 96% with 23%(182) of

Attendance Goal #1:	students excessive absences and 11%(77)of students with excessive tardies. It is expected that the attendance rate will improve to 98%; both excessive absences and tardies will be reduced by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Highlands had a 96% attendance rate for the 2011-2012 school year.	Highlands will have a 98% attendance rate for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
23%(182)of Highlands Students had excessive absences.	Highlands percentage of students with excessive absences will decrease by 3% to 20%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11%(77)of Highlands Students had excessive tardies.	Highlands percentage of students with excessive tardies will decrease by 3% to 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to economic issues some students may have limited home resources and limited school readiness.	Parent workshops on attendance and student achievement Impress the importance of attendance in school during School Advisory Council meetings and family nights Implement new student attendance policy with fidelity Attendance incentives through Positive Behavior Support	Administration, Teachers, Support Staff and School Counselor	Monitor daily attendance.	Student Pass Attendance Sheets
2	Students do not find classes relevant or sufficiently engaging and choose to miss school.	Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work. Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects. Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.	Administration, Teachers, Academic Coaches,Support Staff and School Counselor	Participate in a PLC Lesson Study to establish best practices for science instruction and share effective teaching strategies. Utilize content area coaches and the coaching cycle, designating time to debrief and discuss observations and plan for next steps.	Student Pass Attendance Sheets Lesson Plans Ancedotal Notes

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
Student Pass	K-6 teachers	Asst. Principal	school wide	Sept. 24th and again in the spring	Student pass reports	Administration
Love and Logic Training Parent Training	School counselor	School counselor	School wide	January 2013	Student Pass reports Attendance sheets from trainings	Adminstration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	At Highlands Elementary in the 2011-12 school year, the total number of in-school suspensions was 23; the total number of out of school suspensions was 2.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
23 In-School Suspensions occurred during the 2011-2012 school year.	The number of In-School Suspensions will decrease by 50% to approximately 11.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15 In-School Suspensions occurred during the 2010-2011 school year.	The number of In-School Suspensions will decrease by 50% to approximately 7.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2 Out-of-School Suspensions occurred during the 2011-2012 school year.	The number of Out-of-School Suspensions will be reduced to zero!
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2 students received OSS.	The number of students receiving OSS will be zero!

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of social norm and self-discipline instruction within our instructional programming.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms. Students that demonstrate a need for targeted or intensive support will receive interventions such as one-to-one mentoring, check-in/check-out and guidance support.	Faculty,Staff and Administration, INSS and School Counselor	Conduct walkthroughs and observations and provide specific feedback to teachers.	Monitor the Infraction Reports as well as the "Student Pass" Data. MTSS data reports in data warehouse Lesson Plans At Risk Report

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
PBS expectations	all k-6 teachers	PBS team and Asst. Principal	school wide	monthly PLC's	Student pass reports Student survey	Adminstration
Love and Logic Staff development kit	all k-6 teachers	PBS team and School counselor	school wide	Quarterly	Student pass reports	Administration

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By the end of School Year 2012-13,the parents actively involved in our school activities will increase by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 55% of our parents play an active role in their child's education by attending functions at school.	Approximately 65% of our parents will play an active role in their child's education by attending functions at school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents priorities are geared more towards non-school related issues and concerns.	Parents Right-to-Know, Parent Academy, Annual Title I Meeting, Parent Compacts, Parent Training, Staff Parent Involvement, Training with Parent Input, Parent Involvement Policy, Monitoring Family Nights, All-Pro Dad's Breakfast, I-Mom's Breakfasts, Parent Academy and Open	Principal, Assistant Principal, Academic Coaches, School Counselor, INSS Facilitator, SAC Chairperson and PTO President.	Feedback from various stakeholders in the community through survey.	Copies of documents provided to parents Participation records for all training and parent meetings Parent Survey School Advisory Council minutes

1		House. Highlands Elementary School will provide parents with information and a variety of resources in the form of informational print materials, informational meetings, parent training opportunities, and input in decision making through involvement in the School Advisory Council. Written communications will be provided in English, Spanish and Creole when needed.			Attendance Records Parent Contact Logs Professional Development Aligned with Objective
2	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.	Organize and conduct various Parent workshops to be offered through the title one/migrant program in order to increase parent involvement within the migrant sub-group Present various training sessions for staff in regards to effective communication with immigrant families.	Principal, Assistant Principal, Academic Coaches, School Counselor, INSS Facilitator, SAC Chairperson and PTO President.	Feedback from various stakeholders in the community through survey.	Copies of documents provided to parents Participation records for all training and parent meetings Parent Survey School Advisory Council minutes Attendance Records Parent Contact Logs Professional Development Aligned with Objective
3	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.	Curriculum Nights/ Student led conferences, SAC, PTO meetings and parent academies will be held at a variety of times throughout the year to accommodate parent attendance Serve food at evening events. Plan teacher/parent conferences to meet all stakeholders' needs. Provide child-care services at parent training events.	Principal, Assistant Principal, Academic Coaches, School Counselor, INSS Facilitator, SAC Chairperson and PTO President.	Feedback from various stakeholders in the community through survey.	Copies of documents provided to parents Participation records for all training and parent meetings Parent Survey School Advisory Council minutes Attendance Records Parent Contact Logs Professional Development Aligned with Objective
	A majority of the students have non-English speaking parents. They feel uncomfortable linguistically in the	Provide all printed material in English, Spanish, and Creole. Provide translation in Spanish and Creole at	Principal, Assistant Principal, Academic Coaches, School Counselor, INSS	Feedback from various stakeholders in the community through survey.	Copies of documents provided to parents Participation

4	school setting. They also prefer printed materials in their native language sent home from the school	all parent functions, meetings, and trainings. Utilize bilingual staff and students to assist parents in navigating around the school and for translations All teachers will make at least 1 positive contact with the parent of each of their students prior to the end of the 1st quarter in the parents native language	Facilitator, SAC Chairperson and PTO President.		records for all training and parent meetings Parent Survey School Advisory Council minutes Attendance Records Parent Contact Logs Professional Development Aligned with Objective

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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
"Opening Doors"- FDLRS professional development with office staff to create welcoming office environment	Office staff	Asst. Principal	School wide	November 2012	Parent sign in sheets Volunteer lists Parent survey Minutes from meeting	Administration
Parent Involvement Professional development Powerpoint presentation	All staff	Asst. Principal	School wide	October staff meeting	Staff sign in sheets handouts from presentation	

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The CCSS for Mathematical Practice involving STEM thinking and processing skills will be integrated with a writing component into all content areas on a quarterly basis (as applicable).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches. Fresh Fruit and Vegetable Program used to incorporate lessons quarterly that links the science infrastructure behind the program with writing Corkscrew Swamp and Sanctuary Field trips that incorporate follow up lessons with writing Partnership with FCGU that provides and supports the Panther Posse program to all 4th and 5th grade students with field trip and follow up lessons in the classroom incorporating writing Incorporating the use of Excel into science for data recording and graphical representation of data collected in science experiments/ vernier labs IR classes focused on science and math instruction through national geographic,	Administration, Reading/Math/Science Coaches, MTSS Leadership team, Instructional staff	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Conduct walkthroughs and observations and provide specific feedback to teachers.	PLC notes Lesson Plans Review of student notebooks/exit Tickets

		brain pop, fast math, FCAT explorer 2.0 and integration of science and math vocabulary and activities through research			

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 incorporating technology into science and math and introduction of online resources.	All K-6 Teachers	Academic Coaches (Science/Math)	All K-6 teachers	Quarterly	Implementation in the classroom evidenced by CTEM walkthrough data. Science/IR/Math plans Log in reports	Administration
IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration.	Instructional Technology Teachers	District	All IR teachers	Quarterly	Educators will present and/or participate in the CCPS 2013 STEM conference.	Administration

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)

Community Partnerships Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Community Partnerships Goal Community Partnerships Goal #1:	During the 2012-2013 school, Highlands Elementary will actively engage in conversations with potential community partners in an effort to acquire support for student success.
2012 Current level:	2013 Expected level:
Highlands Elementary currently has three partnerships in the community.	The goal for the 2012-2013 school year is to increase community involvement by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the unstable financial market, potential community partners are not as available to participate as in previous years.	Build positive relationships with potential partners in the community and encourage them to get involved at any level with the school community. Once they have exposure to our students and the needs they have, they might be more willing to assist.	School Administration, School Counselor, SAC, PTO, Teachers and Parents.	Record Keeping of who is willing to work with Highlands Elementary School.	Comparing numbers this year to previous years.

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

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

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

Budget:

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

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

End of Community Partnerships Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reciprocal Teaching	Book study	Title One	$1,258.00
Reading	Pathways to Common Core	Book Study	Title One	$1,014.00
CELLA	Language for Learning	scripted reading program for tutors to use to assist students in the acquistion of language	title one	$821.00
Science	NSTA Books: Picture Perfect Books;Using Children's books to guide inquiry k-4 & 3-6	Books to assist coaches and teachers in planning for inquiry instruction using literature	Internal	$558.68
				Subtotal: $3,651.68
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ticket to Read	Reading Program used for support of comprehension skills	Locational funds	$3,500.00
				Subtotal: $3,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title One Basic FSG 100% and 100% staff development function	$42,871.00
Reading	Literacy Resource Teachers	Highly Qualified teachers who provide intervention to improve student achievement in reading	Title one Basic/Migrant	$120,496.00
CELLA	ELL Spanish Tutors	Provide support to our ELL students with strategies for learning English. District also provides the school with ELL tutor support in compliance with the Meta Consent Decree of Florida. The Title I Basic and Migrant tutors are supplemental to what is required by the District.	Title One Basic/Migrant	$164,192.00
Mathematics	Math Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title one	$62,323.00
Science	Science Coach	Highly Qualified teacher using the coaching model to improve instruction and delivery professional development	Title One	$28,370.00
				Subtotal: $418,252.00
				Grand Total: $425,403.68

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	●	○

Are you a reward school: ○ Yes ● 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.

☒ No. Disagree with the above statement.

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

A School Advisory Council (SAC) must be established for each school in accordance with Section 1001.452, F.S. • Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC.
In conjunction with the district-based leadership team, the SAC must assist the school leadership team in the development of the SIP. • Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC.
The SAC must review school performance data (baseline, mid-year, and end-of-year) and determine the causes of low performance in order to advise the school on its SIP goals. • Upon request, the school will provide minutes and sign-in sheets to document that the school performance data (baseline, mid-year, and end-of-year) was reviewed with the SAC to guide SIP goal setting.

Projected use of SAC Funds	Amount
Upon approval from the SAC committee, the money will be used to support the purchase of informational text for our library that will support our reading and science curriculum.	$3,713.92

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

Monthly meetings are scheduled for the purposes of communicating school performance data (baseline, mid-year, end of year) and determine the causes in order to advise the school on its school improvement goals. Title one use of funds, staffing, and parent involvement will be discussed and the parents will have input into the parent involvement plan, budget, and parent/teacher compact.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Collier School District
HIGHLANDS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	61%	89%	38%	251	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	55%	55%			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?	62% (YES)	57% (YES)			119	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					480	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District
HIGHLANDS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	61%	71%	45%	246	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	68%	56%			124	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?	52% (YES)	55% (YES)			107	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					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested