Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Eden Park Elementary	District Name: Collier
Principal: Linda Salazar	Superintendent: Dr. Kamela Patton
SAC Chair: Maria Cervantes	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective 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.

	Certification(s)	of Years at		
		Ul lears at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Current School	Administrator	25%), and AMO progress along with the associated school year)
Linda Salazar	Currently working on	2	19	Linda Salazar was placed as principal at Immokalee High School in
	doctoral dissertation-U of			2007 at the time the decision was made to restructure the school.
	F			At the time, IHS was an F school. The graduation rate at the school
				was below 50% as students dropped out when they could not pass
	Masters - Curriculum and			FCAT Reading. Visible gains were made each year. The graduation
	Instructional Leadership			rate slowly began to increase as support structures were created
				for teachers and students. In 2010, Immokalee High School earned
	Bachelors – Elementary			a 'C' FCAT grade. In 2011 when Mrs. Salazar moved to Eden Park
	Education			Elementary, the graduation rate was at 76%.
	Certification – Early Childhood			Prior to Immokalee High School, Linda Salazar was the principal at Highlands Elementary, a Title I school. The school had earned a 'D' FCAT grade. Mrs. Salazar instituted various initiatives with monitoring devices in an effort to insure standards-based
				instruction was occurring in each classroom. Highlands Elementary became the first Title I school in Collier County to earn an 'A' FCAT grade in 2005.
	Linda Salazar	doctoral dissertation-U of F Masters - Curriculum and Instructional Leadership Bachelors – Elementary Education Certification – Early	doctoral dissertation-U of F Masters - Curriculum and Instructional Leadership Bachelors – Elementary Education Certification – Early	doctoral dissertation-U of F Masters - Curriculum and Instructional Leadership Bachelors – Elementary Education Certification – Early

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

Highly Effective Instructional Coaches

List your school's highly effective 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	Name	Degree(s)/	Number	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	of Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated
					school year)

Math	Mark Frehe	Mr. Frehe currently holds	1	1	The current school year (2012-2013) is Mr. Frehe's first year at
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		FL and KS certification/			Eden Park Elementary School and first year as an instructional
		licensure in elementary			coach. Mr. Frehe previously worked for the Leavenworth, KS
		education (K-6) and			School District as their Coordinator of Data, Research, and
		building leadership (All			Evaluation from 2010-2012 and with the Kansas Department
		Levels). He completed his			of Education as an Education Program Consultant in Teacher
		teacher training program			Education and Licensure from 2007-2010. Mr. Frehe began
		in elementary education			his career in education as an intermediate (5th & 6th grade)
		through Emporia State			elementary classroom teacher with the Shawnee Heights, KS
		University in the state			School District from 2001-2007.
		of Kansas and a building			
		leadership program			During Mr. Frehe's tenure with the Leavenworth, KS School
		through the University of			District, he focused on bringing a balanced assessment plan
		Kansas.			with a system for analyzing student data as part of the Multi-
					Tier System of Supports (MTSS) process to assist in making
					educational decisions based on the most current, valid, high
					leverage assessment data possible. The percentage of current
					schools in the district making Adequate Yearly Progress (AYP)
					rose from 28% in 2010 to 57% in 2012 with the percentage
					of students proficient in each student group in reading and
					mathematics showing an increase over that period of time.
					During Mr. Frehe's time with the Kansas Department of
					Education, he assisted school districts across the state of Kansas
					in the identification and hiring of highly qualified teachers.
					The percentage of highly qualified teachers in Kansas schools
					rose from 96% to 98% employed in core content areas. Lastly,
					during Mr. Frehe's tenure as an intermediate-level classroom
					teacher with the Shawnee Heights, KS School District, the
					=
					school he was assigned to (Tecumseh South Elementary
					School) achieved AYP each year in reading and mathematics.
					Additionally, Mr. Frehe's grade level achieved the "standard
					of excellence" for having over 80% of students proficient and
					above (levels 3, 4, 5) along with less than 5% of students in
					academic warning (level 1) during his last school year with the
					Shawnee Heights School District.

Science Maribel Magdaleno BA in Elementary Ed with ELL & Gifted certifications - currently in 19th year of teaching In Collier County, Mrs. Magdaleno worked 4th grade with 99% of students passing FC/ greater, a high percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students worked four years as a Scie Coach with gains from 1% of 5th graders achieving a lesteady gains each year. History of school grades: Estates Elementary earned school grades of 2008 – B, 2009 – A Eden Park earned school grades of: 2010 - in Collier County, Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students were ELL. Four achieved perfect scores on Reading and/or Magdaleno has worked four years as a Scie Coach with gains from 1% of 5th graders as higher to 26% of 5th graders achieving a lesteady gains each year. History of school grades of 2009 – A Eden Park earned school grades of 2008 – B, 2009 – A Eden Park earned school grades of: 2010 - in Collier County, Mrs. Magdaleno has a high performance record achieving perfect scores on Reading and/or Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for five ye with 100% of students passing FCAT with 3 percentage of the students Mrs. Magdaleno has also worked for line of the year also worked for five ye with 100% of th	three years in AT with 2 or were ESE/ELL. ears in 3rd grade or greater, a high of those students Math. Mrs. ence Instructional chieving level 3 or vel 3 or higher, with of: 2006 – C, 2007 – A, D, 2011 - C, 2012 - D
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Reading	Marlene Dimas	Elementary Education K-6 Exceptional Education K-12 English 6-12 Endorsements: ELL and Reading Bachelor's Degree: Specific Learning Disability Masters in Curriculum and Instruction in Technology Educational Specialist: Educational Leadership	1	3	Marlene Dimas was an inclusion teacher in various high school content areas and worked with teachers to help differentiate based on data and student needs. In 2008, Marlene was part of the IHS teaching staff that improved the school grade from an F to a D and then in 2010 a D to a C, which was IHS' first C. As a resource teacher at IHS, she facilitated tutor trainings on strategies to help students while the teacher is engaged in teaching the whole class or group. That year, IHS made a 5% gain with their lowest 25% making reading gains. In 2011/2012, Marlene was the academic coach whose job was to infuse literacy strategies within Science and Social Studies classes.
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. District recruits, takes on-line applications, and approves	Human Resources Director	ongoing	
teachers for interviews.	District HR		
	U of F-Lastinger		
School-based recruitment strategies include opportunities to	Principal		
participate in paid staff development at a Title I school and great	Asst. Principal		
support through Content Area Coaches.			
2. Every beginning teacher is assigned a mentor.	Administration	ongoing	
Mentors/mentees are paired based on subject area, area of			
expertise, or grade level.			
3. Principal conducts routine meetings with new teachers to	Administration	ongoing	
insure they have all the resources to provide excellent			
instruction and that they are finding their place among the			
Eden Park family.			
4. Teachers are eligible for REAP rewards based on school	Federal & State Grants	ongoing	
performance. REAP rewards are funded through Title I SIG 1003G.			

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
None None			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	7%	32%	26%	35%	46%	100%	22%	3%	54%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Ramiro Cavasos	Elizabeth Starkweather	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the benefit of the mentee.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Ramiro Cavasos	Anthony Stasko	Ramiro Cavasos has over 10 years of experience in working with Immokalee families and kinder children. He has served as team leader many of those years. Ramiro brings all of those experiences to the mentor role to the benefit of the mentee.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Julie Cavasos	Carroll Ewerts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Julie Cavasos	Charlotte Everts	Julie Cavasos has extensive experience as a primary classroom teacher. She has had great success in increasing the reading achievement of struggling students.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Elaine Grimes	Jill Bender	Elaine Grimes is a former Kindergarten teacher and a Reading Intervention Teacher who can support any teacher's effort to teach reading and writing	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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

Craig Horn	Julie Carlson	While new to our school Craig is not new to teaching. He has served in an administrative capacity for six years. In these roles he observed teachers and provided feedback and support. As the third grade team leader, Craig is in a great position to mentor Julie, a fellow third grade teacher.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	Marie Cimirro	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Katie Flerlage	Kristi West	Katie Flerlage is a successful fourth grade teacher. Her expertise in classroom management, motivating students, writing instruction, etc. makes her a teacher leader. This year she is stepping out to include mentorship of a team mate.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Sue Felt	Katie Houston	Sue Felt is the ESE Team Leader. She also serves ESE students on the fourth grade team through an inclusion model. Because Sue is a successful teacher with documented increased student achievement, her mentorship of Katie is facilitated through her work with the fourth grade team.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Lucinda Nunez	Michelle Horn	Lucinda is the team leader for fourth grade where Michelle is also a team member. Lucinda has many years of experience as a successful classroom teacher and is quite able to give Michelle direction.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

Maribel Magdaleno	Lauren Giacalone	Maribel has been in the district many years and has a wealth of good teaching strategies. She has been a successful classroom teacher in both Dade and Collier County. Her expertise extends beyond Science Coach and she is able to provide guidance and direction to any teacher. Since 5th grade takes the FCAT Science test, fifth grade teachers are in a great position with Maribel (Science Coach) as their mentor.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Maribel Magdaleno	Deborah Rife	Maribel has been in the district many years and has a wealth of good teaching strategies. She has been a successful classroom teacher in both Dade and Collier County. Her expertise extends beyond Science Coach and she is able to provide guidance and direction to any teacher. Since 5th grade takes the FCAT Science test, fifth grade teachers are in a great position with Maribel (Science Coach) as their mentor.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Marlene Dimas	William Porter	Marlene Dimas has experience in various roles: ESE, ELL, and Science Coach. She is new to the Reading Coach role but certainly has the expertise of someone with more experience.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.
Diane Betancourt	Erica Devol	Diane Betancourt is our school's InSS. She has a wide range of successful teaching experience and is well versed in successful teaching/learning strategies. She has served as a coach at other school as well and knows how to best support teachers' efforts.	The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training.

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

Additional Requirements

Coordination and Integration-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 Three Year Plan, the K-12 Comprehensive Reading Plan and District Consolidated Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally, Title I Part A, C and D, Title II, Part A and Title III are managed out of the same Federal and State Grants 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 D, and Title X programs also meets monthly 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. Title I Part A in coordination with Title III, Title II Part A, and IDEA will provide Intervention Support Specialist to support academically at risk students.

LEA, Title I Basic, Title I Migrant 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 the McKinney-Vento Homeless Assistance Act.

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

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 funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Reading Coaches at Elementary and Math Intervention Specialist at Middle Schools.

As applicable, depending on school:

District Oversight Team meetings that provide forum for coordination and integration of resources to support unique needs of school sites.

Title I Part A funds also used to provide additional coaches to support lowest performing schools and those in differentiated Accountability Correct II-D status.

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.

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

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

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

Title I, Part D

Title II, 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 staff development 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 development activities, including those funded by Title II, occurs through the following activities:
- o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
- o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
- o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
- o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
- o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
- o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.
- In addition Title II funds are used, in collaboration with Title I, IDEA, District, and Reading funds, to support Reading Coaches at the following schools: BCE, CES, CPE, LES, LOE, LPE, OES, PES, PME, SGE, SPE, TBE, VES, VME, CMS, CPM, GVMS, NNMS, ORMS, PRMS.
- Math Intervention Specialists will be partially supported from Title II funds, in collaboration with Title I, at the following schools: CMS, CPM, ENMS, GVMS, NNMS, ORMS, PRMS

Title III

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

Group 1 presented the following challenges:

- 1)Lack of previous education or limited education,
- 2) Lack of literacy in heritage language
- 3) Lack of academic skills in ELLs' heritage language,
- 4) Lack of consistency in attending school in home country and/or in the United States, and
- 5) Lack of parental support in the home.

Group 2 presented the following challenges:

- 1) Uninterrupted education.
- 2) Average literacy in heritage language.
- 3) Less than average academic proficiency in heritage language.
- 4) Consistency in attending school, and
- 5) Some parental support in the home.

(See District School Improvement Plan for English Language Learners)

Title X- Homeless

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

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs - NA

Head Start

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports. Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

Adult Education

Career and Technical Education

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

Job Training

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

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

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team:

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

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

Team meets bi-monthly with planned agenda items concerning student achievement, attendance, and discipline. The Team closely monitors the lowest 25% through progress monitoring, lesson plans, and extended day interventions. We will also monitor (school wide) the quarterly benchmarks assessments data and use results to guide instruction and intervention-reteach, and intensive. This information will be displayed by classroom on the centrally located Data Wall.

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data Warehouse contains all pertinent data for students and school including academic and non-academic data. Customized reports are created for the purpose of monitoring the progress for students in each tier for reading, math, science, writing, behavior and attendance. Customized reports are used at each OPM meeting (four a year) with administration. Teachers use monthly OPM data to discuss the progress of students during their data team to compare students' learning against the standards, peers, ad measure progress. After reflecting on the quality and quantity of the core instruction and interventions, the data is used to make a decision whether to alter or supplement the intervention. MTSS members are present at these meetings.

Describe the plan to train staff on MTSS.

The Assistant Principal for Curriculum and Instruction has developed a meeting map, created using survey results, that provides the framework for sequential staff development. Some mini-sessions are provided during PLCs to allow for questions and answers.

Describe plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

The LLT will conduct a needs assessment and analysis of the school data for all students in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the classrooms.

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

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

Public School Choice

• Supplemental Educational Services (SES) Notification
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

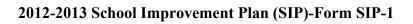
The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten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

*Grades 6-12 Only Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in prereading, 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.



PART II: EXPECTED IMPROVEMENTS - SEE SIP DATA Page Reading Goals

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

Non-Negotiable Barriers: Across All Content To Teach Reading and	= Rigor = Interactive Learning Strategies and Differentiated In Writing Skills and Strategies	struction = Use of Informational
		struction = Use of Information

Reading Goals	Problem- Solving Process to Increase Student Achieve ment					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	i	I	L	I	I		$\overline{}$
		1a.1.	Principal	Administration will review lesson plans and determine			
Students scoring				I ~	Data –		
			Content Coaches	coaching logs.	Disaggregated by		
	Lessons do	building coaches	InSS Specialist	Francisco DICCon a maliana Tankilana Analain	item		
Level 3 in reading.			Teachers	Examples: PLC Conversations, Test Item Analysis,	complexity rating		
		to utilize		progress monitoring data	51		
		standards/			Flynt-Cooter Reading		
		benchmarks and			Assessment (given at		
		Test Item		Administration will review lesson plans and determine	beginning of school		
		Specifications to		effectiveness based on observations. Routine	year to new students,		
		determine the		attendance at PLCs.	mid-year and end of		
	that follow an			attenuance at PLCs.	year)		
	appropriate	required for			FCAT		
		mastery of the		Routine attendance at PLCs by Leadership Team	FCAT		
		standard/		members.	SAT-10		
	standard/	benchmark.	1		SA1-10		
	benchmark.	Teachers will			Standard Based		
		identify the			Reports		
		learning goal (LG)	Administration will spot monitor data chat records and	reports		
		and scale to		interview students.	СТЕМ		
		incorporate			CILIVI		
		rigorous					
		expectations					
		that include					
		tasks,					
		opportunities for					
		student					
		discourse, and					
		assessments					
		that follow an					
		appropriate level					
		of rigor for each					
		standard/					
		benchmark.					
		1 h Tanahawa					
		1b. Teachers					
		will use LGs with					
		accompanying scales (0-4) to					
		identify levels					
		of performance					
		relative to					
		the LG and its					
		embedded					
		standards/					
		benchmarks					
		so students	1				
		po students	1			I	

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
Deficilitates.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly student-friendly
language and
that the scale
(0-4) is aligned
to the LG and
represents
graduated
levels for
demonstrating
mastery of
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
engrinent.)
1d. Students
will identify an
will identify all
individual goal
for achieving a
level 3 or 4 on
the scale.

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

1- 2	1- 2	Dairenianal	A desiminate at a second	Our wheels Assessment
1a.2.	1a.2.	Principal	Administration and	Quarterly Assessment
<u>Interactive</u>	2a. Professional	Assistant Principal	academic coaches will	
Learning		Content Coaches	routinely attend PLCs	Disaggregated by
Strategies and	will meet weekly for	InSS Specialist	and/or review PLC	item
<u>Differentiated</u>	1 ' ' '	Teachers	minutes.	complexity rating
Instruction	examining, interpreting,	1	1	
Instructional:	and analyzing data to		Administration and	Ongoing progress
Data-driven	inform planning and		content coaches will	monitoring data
planning,	instructional decisions.		review lesson plans	
instruction and	Meeting minutes will		and compare against	FCAT
communication	reflect critical analyses.		lesson plan rubric.	2.7.42
have not			Feedback will be	SAT-10
	2b. Lesson plans		provided to the team.	
practice across	and instruction will			Standard based reports
all classrooms.	reflect differentiated		School-level data	CTEA
Consequently,	instruction based on		chats will occur using	СТЕМ
instruction,	careful data analysis.		teacher OPM data.	
interventions			Teams provided with	
and enrichment	2c. School-level data		Florida Continuous	
are not driven	chats: administrator		Improvement Model	
by data and	to teacher/team once		reflective questions to	
do not address	a month; grade level		use at PLCs.	
individual	PLCs with a member of			
student needs.	school-based leadership			
	team once a week;		Administration will	
	teacher to student		review lesson plans	
	(a minimum of 1x		and determine	
	quarterly); student to		effectiveness based	
	parent (Student-Led		on observations.	
	Conferences) are held		Monitoring of coaching	
	routinely.		logs.	
	2d. During PLCs, TE			
	will triangulate data to			
	determine appropriate			
	opportunities for			
	extension and			
	acceleration.			
	acceleration.			
	-	-	•	•

	1a.3.	1a.3.	1a.3.	Administration and	Quarterly Assessment
	Use of		Principal	academic coaches will	•
	<u>Informational</u>		Assistant Principal	routinely attend PLCs	Disaggregated by
	Text across all	utilize Collaborative		and/or review PLC	item
	Content to Teach		InSS Specialist	minutes.	complexity rating
		Strategies (CCS) or	Teachers	illillutes.	Complexity rating
		. ,	l		Ongoing progress
		Reciprocal Teaching (RT)		Administration and	monitoring data
		and (as appropriate)		content coaches will	inonitoring data
		the Reading Coherence		review lesson plans	FCAT
	Content	Model (RCM) across		· ·	I CAT
	instruction	all content, seeking to		and compare against lesson plan rubric.	SAT-10
	often does not	incorporate multiple		Feedback will be	5A1-10
	include specific	texts, both fiction			Standard based reports
	strategies for	and non-fiction, to		provided to the team.	Standard based reports
	accessing the	develop analytic and		Cabaal layal data	СТЕМ
	text to build	evaluative thinking		School-level data	CILIVI
	comprehension.	and comprehension		chats will occur using	
		strategies. *Note:		teacher OPM data.	
		in using the RCM,		Teams provided with	
		consider that text		Florida Continuous	
		drives the selection of		Improvement Model	
		strategies for accessing		reflective questions to	
		the text. There will		use at PLCs.	
		be times when the		Administration will	
		recommended strategy/		review lesson plans	
		benchmark is not		and determine	
		appropriate to the text.		effectiveness based	
		Use of the CCS will be		on observations.	
		evident in lesson plans,		Monitoring of coaching	
		through observation		logs.	
		and student interviews.			
		3b. Teachers will be			
		provided professional			
		learning opportunities			
		such as online classes,			
		evening/Saturday			
		classes, lesson study			
		and/or coaching			
		support to develop			
		formal and informal			
		assessments to monitor			
		individual student			
		progress and mastery			
		of the cognitive			
		complexity levels of			
		taught standards/			
		taugiit stailualus/			

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of ELA strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex			
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:	Anticipated Barrier	Strategy	text reading. Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

		,	i	i e			
2a. FCAT 2.0:	2a.1.	2a.1.	2a.1 Principal		2a.1.		
Students scoring	Rigor		Assistant Principal	determine effectiveness based on observations.	Quarterly Assessment		
at an abaua			Content Coaches,	Monitoring of coaching logs.	Data –		
		building coaches			Disaggregated by		
Achievement		and district staff		Examples: PLC Conversations, Test Item Analysis,	item		
Levels 4 and 5 in	incorporate	to utilize		progress monitoring data	complexity rating		
reading.	tasks,	standards/			Ongoing program		
. caag.	opportunities	benchmarks and			Ongoing progress monitoring data		
	for student	Test Item		L	momornig data		
	discourse and	Specifications to		1.b. Administration will review lesson plans and	FCAT		
	assessments	determine the		determine effectiveness based on observations.	1 0711		
	that follow an	level of rigor		Routine attendance at PLCs.	SAT-10		
	appropriate	required for					
	level of rigor	mastery of the		A A A A A CONTRACTOR AND A CONTRACTOR AN	Standard based reports		
	for each	standard/		LC. Administration will review lesson plans and	•		
	standard/	benchmark.		determine effectiveness based on observations.	CTEM		
	benchmark.	Teachers will		Routine attendance at PLCs			
		identify the					
		learning goal (LG)				
		and scale to					
		incorporate		1d. Administration will spot monitor data chat records			
		rigorous		and interview students.			
		expectations		and men new stadents.			
		that include					
		tasks,					
		opportunities for					
		student					
		discourse, and					
		assessments					
		that follow an					
		appropriate leve					
		of rigor for each					
		standard/					
		benchmark.					
		ali Tarak					
		1b. Teachers					
		will use LGs with					
		accompanying scales (0-4) to					
		identify levels					
		of performance					
		relative to					
		the LG and its					
	I	embedded					
		standards/					
		benchmarks					
		so students					
		po students	I	l .			

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly
language and
that the scale
(0-4) is aligned
to the LG and
represents
graduated
levels for
demonstrating
mastery of
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
1d. Students will
write a contract
for achieving a
4 on the scale;
identifying the
specific mastery-
level work they

Reading Goal #2a: The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in reading/math/science will increase from 11% (36) to 12%	2012 Current Level of Performance: *	will complete to demonstrate exemplary standard/ benchmark success. 2013 Expected Level of Performance:*			
(46).					
	students (36) scored above achievement	Twelve percent of our students (46) will score above achievement levels (4 and 5) on the 2013 FCAT in reading.			

2a.2. 2a.2. Principal 2a.2. Administration 2a.2. Administration 2a.2. Interactive 2a. Professional 2a.2. Professional 2a.2. Assistant Principal 2a.2. Assistant Principal 2a.2. Assistant Principal 2a.2. Quarterly Assessment 2a.2. Assistant Principal 2a.2. Quarterly Assessment 2a.2. Assistant Principal 2a.2. Principal 2a.2. Assistant Principal 2a.2. Assistant Principal 2a.2. Assistant Principal 2a.2. Assistant Principal 2a.2. Administration 2a.2. Quarterly Assessment 2a.2. Data — Data — Disaggregated by 1b 2a.2. Data — Disaggregated by 2a.2. Administration 2a.2. Administr	
Learning Learning Communities Content Coaches will routinely attend Data – Strategies and will meet weekly for InSS Specialist PLCs and/or review Disaggregated by	
Strategies and will meet weekly for InSS Specialist PLCs and/or review Disaggregated by	
Instruction examining, interpreting, complexity rating	
Instructional: and analyzing data to	
Data-driven inform planning and 2b. Administration and Ongoing progress	
planning, instructional decisions. academic coaches will monitoring data	
instruction and Meeting minutes will review lesson plans	
communication reflect critical analyses. and compare against FCAT	
have not lesson plan rubric.	
become uniform 2b. Lesson plans Feedback will be SAT-10	
practice across and instruction will provided to the team.	
all classrooms. reflect differentiated Standard based reports	
Consequently, instruction based on 2c. School-level data	
instruction, careful data analysis. chats will occur using CTEM	
interventions teacher OPM data.	
and enrichment 2c. School-level data	
are not driven chats: administrator Florida Continuous	
by data and to teacher/team once Improvement Model	
do not address a month; grade level reflective questions to	
individual PLCs with a member of use at PLCs.	
student needs. school-based leadership	
team once a week;	
teacher to student	
(a minimum of 1x	
quarterly); student to	
parent (Student-Led	
Conferences) are held	
routinely.	
2d. During PLCs, TE	
will triangulate data to	
determine appropriate determine appropriate	
opportunities for	
extension and	
acceleration to enrich/	
extend the level of	
student comprehension.	

2a.3	2a.3	2a.3.	2a.3 Administration	2a.3
Use of				Quarterly Assessment
Informational	•			Data –
Text across all	utilize Collaborative	1	plans and compare	Disaggregated by
	Comprehension		against lesson plan	item
Reading and	Strategies (CCS) or	•	rubric. Feedback will	I I
	1 , ,			complexity rating
Writing Skills	Reciprocal Teaching (RT)		be provided to the	Ongoing progress
and Strategies	and (as appropriate)		team.	monitoring data
Instructional:	the Reading Coherence			information in gradual
Content	Model (RCM) across			FCAT
instruction	all content, seeking to			ICAT
often does not	incorporate multiple			SAT-10
include specific	texts, both fiction		3b. Administration	DA1-10
strategies for	and non-fiction, to		and Academic	Standard based reports
accessing the	develop analytic and		coaches will follow-	Standard Susca reports
text to build	evaluative thinking	la	up with teachers after	CTFM
comprehension.	and comprehension	A d'- Cd	professional learning	
	strategies. *Note:		opportunities by	
	in using the RCM,		having teachers share	
	consider that text		their learning through	
	drives the selection of		student product	
	strategies for accessing		student product	
	the text. There will			
	be times when the		3c. Administration	
	recommended strategy/	3c. Principal	will review lesson	
	benchmark is not	Assistant Principal	plans and determine	
	appropriate to the text.	Reading Coach	effectiveness based on	
	Use of the CCS will be		observations. Routine	I I
	evident in lesson plans,		attendance at PLCs	
	1	Su. Principai		
		Assistant Principal	3d. Administration	
		Reading Coach	will review lesson	
		Science Coach	plans and determine	
	provided professional		effectiveness based on	
	learning opportunities such as online classes,		observations. Routine	
	evening/Saturday		attendance at PLCs	
	1 .			
	classes, lesson study			
	and/or coaching			
	support to develop formal and informal			
	assessments to monitor			
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/			

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex			
			text reading.			
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

_			1			
		1 '				
Instructional:		•	Monitoring of coaching logs.	Data –		
LC330113 GO				Disaggregated by		
not routinely	and district staff		Examples: PLC Conversations, Test Item Analysis,	item		
incorporate	to utilize		progress monitoring data	complexity rating		
tasks,	standards/					
opportunities	benchmarks and			Ongoing progress		
for student	Test Item			monitoring data		
discourse and	Specifications to		•			
assessments	determine the		determine effectiveness based on observations.	FCAT		
that follow an	level of rigor		Routine attendance at PLCs.			
appropriate				SAT-10		
		Academic Coaches				
			· ·	Standard based		
				reports		
			Routine attendance at PLCs			
				CTEM		
		1 C Principal				
	and scale to					
		Assistant Principal	L			
			I · · · · · · · · · · · · · · · · · · ·			
			and interview students.			
		,				
	1	1d. Principal				
	that follow an	Assistant Principal				
	appropriate level	Academic Coaches				
	of rigor for each	`				
	1b. Teachers					
	relative to					
	the LG and its					
		I	1			
	embedded					
	embedded standards/					
	embedded standards/ benchmarks					
	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments	Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and appropriate level of rigor for each standard/ benchmark. Teachers will identify the learning goal (LG and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor required for mastery of the standard/ benchmark. Teachers will identify the learning goal (LG and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate leve of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its	Instructional: Instru	Rigor be supported by be supported by lustisons of not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor appropriate level of rigor or each standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor or student discourse, and assessments that follow an appropriate level of rigor one cach standard/ benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/ benchmark. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its	Rispor Ital-Teachers will Ital-Principal Ital-Pri	Instructionals be supported by Assistant Principal instructionals benchmarks and for student discourse and specifications to assessments that follow an appropriate level or figor for each standard/ benchmark. Instructionals Instructional Instruc

understand what		
is required to		
demonstrate		
successful		
mastery of		
the LG and its		
embedded		
standards/		
benchmarks.		
1c. During		
classroom		
observations		
administrators		
will determine		
that LG is specific		
to the standard/		
benchmark, is		
posted and in		
student-friendly		
language and		
that the scale		
(0-4) is aligned		
to the LG and		
represents		
graduated		
levels for		
demonstrating		
mastery of		
the standard/		
benchmark.		
Administrators	 	
will interview	 	
1-3 students		
to determine		
understanding		
of the LG and	 	
scale. (See CTEM	 	
alignment.)	 	
[J		
1d. During small	 	
group guided	 	
practice (Gradual	 	
Release Model-	 	
GRM) TE will	 	
explain the	 	
learning goal		
1		ļ

		and scale to students and			
		assist in setting			
		individual goals			
		to demonstrate			
		successful			
		mastery of			
		the standard/			
		benchmark.			
Reading Goal #3a:	2012 Current	2013 Expected			
	<u>Level of</u>	<u>Level of</u>			
The percent	Performance:	Performance:*			
of students	*				
achieving learning					
	1				
gains on the					
2013 FCAT in					
reading/math					
will increase from					
63% (143) to 67%					
(190).					
(130).					
	63% (143)	67% (190)			
	` ` '	`,			

3a.2.	3a.2.	3a.2.	3a.2 Administration	22.2
Interactive	2a. Professional	Administration	and academic coaches	
Learning		Content Coaches		Data –
Strategies and	will meet 2 times	InSS Specialist	PLCs and/or review	Disaggregated by
<u>Differentiated</u>	each month for the	Teachers	PLC minutes.	item
Instruction	specific purpose of	reactiers	PLC IIIIIutes.	complexity rating
Instruction Instructional:	1 .			complexity rating
Data-driven	examining, interpreting, and analyzing data to	'	2b. Administration and	Ongoing progress
	, ,		academic coaches will	manitoring data
planning,	inform planning and		review lesson plans	inonitoring data
instruction and	instructional decisions.		•	FCAT
communication	Meeting minutes will		lesson plan rubric.	ITCAT
have not	reflect critical analyses.		Feedback will be	SAT-10
become uniform			provided to the team.	DUI-10
practice across	2b. Lesson plans			Standard based reports
all classrooms.	and instruction will		2c. School-level data	pianuaru baseu reports
Consequently,	reflect differentiated		chats will occur using	СТЕМ
instruction,	instruction based on		teacher OPM data.	CTEIWI
interventions	careful data analysis.			
and enrichment			Teams provided with	
are not driven	2c. School-level data		Florida Continuous	
by data and	chats: administrator		Improvement Model	
do not address	to teacher/team once		reflective questions to	
individual	a month; grade level		use at PLCs.	
student needs.	PLCs with a member of			
	school-based leadership		2d. Administration and	
	team once a week;			
	teacher to student		academic coaches will	
	(a minimum of 1x		routinely attend PLCs	
	quarterly); student to		and/or review PLC	
	parent (Student-Led		minutes.	
	Conferences) are held			
	routinely.			
	2d. During PLCs, TE			
	will triangulate data to			
	determine appropriate			
	interventions and			
	supports.			
	•	•	•	*

3a.3.	3a.3.	3a.3.	3a.3.Administration	3a.3.
Use of	3a. Content area			Quarterly Assessment
Informational	teachers will routinely		will review lesson	Data –
Text across all	utilize Collaborative		plans and compare	Disaggregated by
	Comprehension		against lesson plan	item
	-			
Reading and	Strategies (CCS) or		rubric. Feedback will	complexity rating
Writing Skills	Reciprocal Teaching (RT		be provided to the	0
and Strategies	and (as appropriate)		team.	Ongoing progress
Instructional:	the Reading Coherence			monitoring data
Content	Model (RCM) across			
instruction	all content, seeking to			FCAT
often does not	incorporate multiple			
include specific	texts, both fiction			SAT-10
strategies for	and non-fiction, to			
accessing the	develop analytic and			Standard based reports
text to build	evaluative thinking			
comprehension.	and comprehension			CTEM
	strategies. *Note:			
	in using the RCM,		3b. Administration	
	consider that text		and Academic	
	drives the selection of	l .	coaches will follow-	
	strategies for accessing	l .		
	the text. There will		up with teachers after	
	be times when the	l .	professional learning	
	recommended strategy/	/	opportunities by	
	benchmark is not		having teachers share	
	appropriate to the text.	l .	their learning through	
	Use of the CCS will be		student product	
	evident in lesson plans,			
	through observation			
	and student interviews.		3c. Administration	
	and student interviews.	l .	will review lesson	
	3b. Teachers will be	l .	plans and determine	
	provided professional	l .	effectiveness based on	
	learning opportunities	l .	observations. Routine	
	such as online classes,		attendance at PLCs	
	evening/Saturday			
	classes, lesson study			
	and/or coaching			
	support to develop			
	formal and informal			
	assessments to monitor			
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/			

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of			
			reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)			
			3d. Teachers will utilize consistent reading scaffolds and strategies in their classrooms so students have a routine to interface with complex texts. TE will use "close reading" and other tools to prepare students for complex			
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:	Anticipated Barrier	Strategy	text reading. Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

		i		i		
		4a.1.	4a.1.		4a.1.	
			Administration		Quarterly Assessment	
		be supported by		Monitoring of coaching logs.	Data –	
			Content Area Coaches	L	Disaggregated by	
		and district staff	1 '	Examples: PLC Conversations, Test Item Analysis,	item	
making learning		to utilize	Teachers	progress monitoring data	complexity rating	
gains in reading.		standards/				
_	1 ' '	benchmarks and			Ongoing progress	
		Test Item		1.b. Administration will review lesson plans and	monitoring data	
		Specifications to		determine effectiveness based on observations.	FCAT	
		determine the		Routine attendance at PLCs.	FCAT	
	that follow an			l .	SAT-10	
		required for			DAT 10	
		mastery of the		1c. Administration will review lesson plans and	Standard based	
		standard/		determine effectiveness based on observations.	reports	
	standard/ benchmark.	benchmark. Teachers will		Routine attendance at PLCs		
	Deficilitatik.	identify the			СТЕМ	
		learning goal (LG	\			
		and scale to	1			
		incorporate				
		rigorous				
		expectations				
		that include				
		tasks,		1d. Administration will spot monitor data chat records		
		opportunities for		and interview students.		
		student		and interview students.		
		discourse, and				
		assessments				
		that follow an				
		appropriate level				
		of rigor for each				
		standard/				
		benchmark.				
		1b. Teachers				
	I	will use LGs with	1			
	I	accompanying	1			
		scales (0-4) to				
		identify levels				
		of performance				
		relative to				
	I	the LG and its				
	I	embedded				
	I	standards/	1			
		benchmarks				
	1	so students	1		1	

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly
language and
that the scale
(0-4) is aligned
to the LG and
represents
graduated
levels for
demonstrating
mastery of San Control of San Contro
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
1d. During small
group guided
practice (GRM)
TE will explain
scale to students
and assist in
setting individual

			•	i		i	
		goals to					
		demonstrate					
		standard/					
		benchmark					
		success.					
		Conduct					
		monthly data					
		chats with					
		individual					
		students. Each					
		student will					
		identify a level					
		to achieve and					
		identify the					
		actions he/she					
		must take to					
		achieve the					
		level. Students					
		will chart their					
		progress toward					
		the goal,					
		modifying goal					
		as appropriate.					
		Provide small					
		group guided					
		practice/					
		scaffolded					
		support daily or					
		as needed (OPM)					
Reading Goal #4a:	2012 Current	2013 Expected					
The percent	Level of	Level of					
	Performance:	Performance:*					
of students in	*						
Lowest 25%							
making learning							
gains on the 2013							
FCAT in reading							
will increase from							
67% (37) to 70%							
(50).							

67	7% (37)	70% (50)					
67		4a.2. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher/team once a month; grade level PLCs with a member of school-based leadership team once a week; teacher to student	4a.2. Administration Content Coaches InSS Specialist Teachers	and academic coaches will routinely attend PLCs and/or review PLC minutes. 2b. Administration and academic coaches will review lesson plans and compare against lesson plan rubric. Feedback will be provided to the team. 2c. School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous Improvement Model reflective questions to use at PLCs. 2d. Administration and academic coaches will routinely attend PLCs	Data — Disaggregated by item complexity rating Ongoing progress	
			team once a week; teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.		academic coaches will		
			2d. Through differentiated instruction and multi- tiered supports, TE will scaffold support for meeting high expectations.				

4a.3	4a.3.	4a.3.	4a.3.Administration	4a.3.
Use of	3a. Content area	Administration		Quarterly Assessment
Informational	teachers will routinely	Content Coaches	will review lesson	Data –
Text across all	utilize Collaborative	InSS Specialist	plans and compare	Disaggregated by
	ch Comprehension	Teachers	against lesson plan	item
Reading and	Strategies (CCS) or	reactions	rubric. Feedback will	complexity rating
Writing Skills	Reciprocal Teaching (RT	.\	be provided to the	complexity rating
and Strategies	and (as appropriate)	1		Ongoing progress
	1 ' '' '		team.	monitoring data
Instructional:	the Reading Coherence			monitoring data
Content	Model (RCM) across			FCAT
instruction	all content, seeking to			ICAT
often does not	incorporate multiple			SAT-10
include specific				SAT 10
strategies for	and non-fiction, to			Standard based reports
accessing the	develop analytic and			Standard Subcurreports
text to build	evaluative thinking			СТЕМ
comprehension				[
	strategies. *Note:			
	in using the RCM,		3b. Administration	
	consider that text		and Academic	
	drives the selection of		coaches will follow-	
	strategies for accessing		up with teachers after	
	the text. There will		professional learning	
	be times when the		opportunities by	
	recommended strategy,	/	having teachers share	
	benchmark is not		their learning through	
	appropriate to the text.		student product	
	Use of the CCS will be			
	evident in lesson plans,			
	through observation		3c. Administration	
	and student interviews.		will review lesson	
	2h Tanaha :: ''' !:		plans and determine	
	3b. Teachers will be		effectiveness based or	
	provided professional		observations. Routine	
	learning opportunities		attendance at PLCs]
	such as online classes,]
	evening/Saturday		3d. Administration	
	classes, lesson study		will review lesson]
	and/or coaching		plans and determine	
	support to develop		effectiveness based or	
	formal and informal		observations. Routine	
	assessments to monitor		attendance at PLCs	
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/			

Based on Ambitious	2011-2012		benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multitiered supports, TE will scaffold support for meeting high expectations.	2014-2015	2015-2016	2016-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2013	2015-2010	2010-2017	

5A. Ambitious	Baseline	All:	All:	AII:	All:	All:	All:
but Achievable	data 2010-	Actual: 34%	Actual:		Actual:	Actual:	Actual:
Annual	2011	(114)	Target: 48% (184)	Target: 54%	Target: 59%	Target: 64%	Target: 69%
Measurable	All 200((07)	Target: 43%					
Objectives	All: 38% (87) White: 75%						
(AMOs). In six	(3)		<u>White:</u>	White:	White:	White:	White:
years school	Black: 50%	White:	Actual:	Actual:	Actual:	Actual: Target: 86%	Actual:
will reduce their	(10)	Actual: 38%	Target: 79% (15)	Target: 82%	Target: 84%		Target: 88%
achievement gap	Hispanic: 36% (69)	(3)					
by 50%.	Am. Indian:	Target: 77%				Black:	
	36% (4)					Actual: Target: 71%	
	ELL: 23% (15)		Actual:	Actual:	Actual:		Actual:
	Econ Dic :	Black:	Target: 58% (25)	Target: 63%	Target: 67%		Target: 75%
	38% (86)	Actual: 36%					
		(14)				Hispanic:	
		Target: 54%	.	L		Actual:	
			Hispanic:		Hispanic:	_	Hispanic:
			Actual:	Actual:	Actual:		Actual:
			Target: 47% (145)	Target: 52%	0	Am. Indian: Actual:	Target: 68%
		Hispanic:	Am. Indian:	Am. Indian:	Am. Indian:		Am. Indian:
			Actual:	Actual:	Actual:	_	Actual:
		` '	Target: 47% (5)	Target: 52%			Target: 68%
		liarget: 41%	larget. 47 /0 (3)	larget. 32%		Actual:	larget. 00%
		Am. Indian:	<u>ELL</u>	<u>ELL</u>	<u>ELL</u>		<u>ELL</u>
			Actual:	Actual:	Actual:		Actual:
		(3)	Target: 36% (59)	Target: 43%		<u>SWD</u>	Target: 62%
		Target: 41%		I a get 1979		Actual:	. a. get. 02/0
			<u>swd</u>	<u>swd</u>	SWD	Target:	<u>SWD</u>
		ELL	Actual:	Actual:	Actual:	-	Actual:
			Target:	Target:	Target:	Econ. Dis.	Target:
		(41)				Actual:	
			Econ. Dis.	Econ. Dis.	Econ. Dis.	Target: 64%	Econ. Dis.
			Actual:	Actual:	Actual:		Actual:
		<u>SWD</u>	Target: 48% (181)	Target: 54%	Target: 59%		Target: 69%
		Actual: 5% (3)					
		Target:					

		Econ. Dis. Actual: 34% (112) Target: 43%				
Reading Goal #5A: The percent of students not-proficient in reading will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY.						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

:	ED 4	ED 4	len 4	len 4	-0.4	i
	5B.1. Rigor		5B.1.	5B.1.	5B.1. Quarterly Assessment	
	Instructional:	*See Strategies	Administration		Data –	
			Content Coaches		Disaggregated by	
	not routinely		InSS Specialist		tem	
		mentioned	Teachers		complexity rating	
-1/ /	tasks,	mentioned			complexity ruting	
American Indian)	opportunities	1a. Monitor			Ongoing progress	
not making	for student	progress a			monitoring data	
satisfactory	discourse and	minimum of once	9			
progress in	assessments	every 2 weeks			-CAT	
reading	that follow an					
_		assessments.			SAT-10	
		Disaggregate			Standard based	
	for each	data by subgroup			reports	
		to determine additional			eports	
		supports that			СТЕМ	
		may be needed				
		to close the gap				
		for a specific				
		group.				
		8				
		1b. Utilizing				
		scale, ensure				
		understanding of				
		knowledge and				
		actions necessary	,			
		to demonstrate				
		mastery of				
		the standard/				
		benchmark. All				
		students identify				
		an achievement				
		level on the scale	1			
		and specific				
		actions for				
		achieving the level. During				
		daily guided				
		practice,				
		students will			1	
		chart their				
		progress toward				
		the goal.				

	· · · · · · · · · · · · · · · · · · ·	i	<u> </u>
1c. TE will			
conference			
individually			
with students			
to determine			
needs relative			
to risk factor,			
e.g., limited			
background			
knowledge,			
vocabulary,			
language			
acquisition)			
and develop an			
individualized			
plan specific to			
student's needs.			

The percent of students achieving level 3 or higher on the 2013 FCAT in reading/math in each ethnic subgroup will increase by 10% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)	Level of Performance: *	Level of Performance:*			
	38%(3) Black: 36%(14) Hispanic:	White:44%(8) Black:42%(18) Hispanic: 41%(126) American Indian:34%(3)			

	L	I	
	5B.2.		5B.2.
<u>Interactive</u>	*See Strategies from	Administration	Quarterly Assessment
<u>Learning</u>	Leveled Groups	Content Coaches	Data –
	previously mentioned	InSS Specialist	Disaggregated by
<u>Differentiated</u>		Teachers	item
	2a. Monitor progress a		complexity rating
	minimum of once every		
	2 weeks by monitoring		Ongoing progress
	student participation in		monitoring data
	collaborative activities		
communication	and maintaining		FCAT
have not	empirical as well as		
become uniform	assessment data.		SAT-10
practice across	Disaggregate data by		
all classrooms.	subgroup to determine		Standard based reports
Consequently,	additional supports that		
instruction,	may be needed to close		CTEM
interventions	the gap for a specific		
and enrichment	group.		
are not driven	·		
by data and	2b. Maintain high		
do not address	expectations for all		
individual	1 '		
student needs.	students to participate in collaborative		
	activities and to		
	appropriately fulfill		
	specified role within		
	groups.		
	2c. TE will maintain		
	data by sub-group in		
	order to identify issues		
	specific to the risk-		
	factors associated with		
	the sub-group. As		
	data uncovers specific		
	barriers to closing the		
	achievement gap, TE		
	will identify appropriate		
	differentiated		
	instructional strategies		
	to remove the barrier.		
	is temove the burner.		
	Ī		<u> </u>

		5B.3.	5B.3.	5B.3. Administration	5B.3.	5B.3.
		Use of	*See Strategies from	Content Coaches	55.5.	Quarterly Assessment
		Informational	Leveled Groups	InSS Specialist		Data –
			previously mentioned	Teachers		Disaggregated by
		Content to Teach		redeficis		item
			3a. Maintain high			complexity rating
		Writing Skills	expectations for all			Complexity rating
		and Strategies	students to participate			Ongoing progress
			in collaborative			monitoring data
			activities and to			inonitoring data
						FCAT
			appropriately fulfill specified role within			FCAT
			•			SAT-10
			groups.			5A1-10
		strategies for	Oh TE will made to take			Standard based reports
		a c c c c c c c c c c c c c c c c c c c	3b. TE will maintain			Standard based reports
			data by sub-group in			СТЕМ
		comprehension.	order to identify issues			CILIVI
			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.			
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool	
analysis of student	Barrier		Responsible for	Strategy		
achievement data,			Monitoring			
and reference						
to "Guiding						
Questions",						
identify and define						
areas in need of						
improvement						
for the following						
subgroup:						
for the following						

5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
	Rigor	*See Strategies	Administration		Quarterly Assessment	
Language	Instructional:		Content Coaches		Data –	
Learners (ELL)		Groups	InSS Specialist		Disaggregated by	
not making	not routinely	previously	Teachers		item	
satisfactory	incorporate	mentioned			complexity rating	
progress in	tasks,					
	opportunities	1a. Monitor			Ongoing progress	
_		progress a			monitoring data	
		minimum of once			FOAT.	
		every 2 weeks			FCAT	
	that follow an				SAT-10	
		assessments. Disaggregate			5A1-10	
		data by subgroup			Standard based	
	standard/	to determine			reports	
		additional				
		supports that			СТЕМ	
		may be needed				
		to close the gap				
		for a specific				
		group.				
		1b. Utilizing				
		scale, ensure				
		understanding of	:			
		knowledge and				
		actions necessary	/			
		to demonstrate				
		mastery of				
		the standard/				
		benchmark. All				
		students identify an achievement				
		level on the scale				
		and specific				
		actions for				
		achieving the				
		level. During				
		daily guided				
		practice,				
		students will				
	I	chart their				
	I	progress toward				
		the goal.				

		1c. TE will conference individually with students to determine needs relative to language acquisition and develop a language/ vocabulary journal specific to student's needs.			
Reading Goal #5C: The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in reading will increase from 25% (41) to 33% (54).	<u>Level of</u>	2013 Expected Level of Performance:*			
	five percent of English Language Learners (41)	Thirty-three percent of English Language Learners (54) will achieve a 3 or higher on the 2013 FCAT in reading.			

5C.2.	5C.2.	5C.2. Administration	5C.2.	5C.2.
Interacti	l l	Content Coaches		Quarterly Assessment
Learning	Leveled Groups	InSS Specialist		Data –
Strategie	es and previously mentioned	Teachers		Disaggregated by
Different	<u>tiated</u>			item
Instruction				complexity rating
Instruction				
Data-driv	ven 2 weeks by monitoring			Ongoing progress
planning	, student participation in			monitoring data
instruction				
commun				FCAT
have not				
become	uniform assessment data.			SAT-10
practice				
all classro				Standard based reports
Consequ				
instruction				СТЕМ
intervent	tions the gap for a specific			
and enrice	chment group.			
are not d	Iriven			
by data a				
do not ac	ddress expectations for all			
individua	students to participate			
student r	needs. in collaborative			
	activities and to			
	appropriately fulfill			
	specified role within			
	groups.			
	B. 0 a p 3.			
	2c. TE will utilize			
	multiple ELL strategies			
	to meet the needs			
	of second language			
	learners, scaffolding			
	support for meeting			
	high expectations.			

		5C.3.	5C.3.	5C.3. Administration	5C.3.	5C.3.
		Use of	*See Strategies from	Content Coaches	50.5.	Quarterly Assessment
		Informational	Leveled Groups	InSS Specialist		Data –
				Teachers		
		Text across all	previously mentioned	reactiers		Disaggregated by
		Content to Teach				item
		Reading and	3a. Maintain high			complexity rating
		Writing Skills	expectations for all			
		and Strategies	students to participate			Ongoing progress
		Instructional:	in collaborative			monitoring data
		Content	activities and to			
		instruction	appropriately fulfill			FCAT
		often does not	specified role within			
		include specific	groups.			SAT-10
		strategies for				
		accessing the	3b. TE will utilize			Standard based reports
		text to build	multiple ELL strategies			
		comprehension.	to meet the needs			CTEM
			of second language			
			learners, scaffolding			
			support for meeting			
			high expectations.			
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool	
analysis of student	Barrier		Responsible for	Strategy		
achievement data,	24		Monitoring	J. 31.3158/		
and reference						
to "Guiding						
Questions",						
identify and define						
areas in need of						
improvement						
for the following						
subgroup:						

5D. Students	5D.1.	5D.1.	5D.1. Administration	5D.1.	5D.1.	\neg
	Rigor	*See Strategies	Content Coaches		Quarterly Assessment	
With Disabilities	l	from Leveled	InSS Specialist		Data –	
(SWD) not making	Lessons do	Groups	Teachers		Disaggregated by	
satisfactory	not routinely				item	
		mentioned			complexity rating	
roading	tasks,					
_	opportunities	1a. Monitor			Ongoing progress	
		progress a			monitoring data	
		minimum of once	2			
		every 2 weeks			FCAT	
	that follow an				CAT 10	
		assessments.			SAT-10	
		Disaggregate			Standard based	
		data by subgroup to determine	1		reports	
		additional				
		supports that			СТЕМ	
		may be needed				
		to close the gap				
		for a specific				
		group.				
		Ĭ .				
		1b. Utilizing				
		scale, ensure				
		understanding of				
		knowledge and				
		actions necessary	,			
		to demonstrate				
		mastery of				
		the standard/				
		benchmark. All				
		students identify				
		an achievement				
		level on the scale and specific				
		and specific actions for				
		achieving the				
		level. During				
		daily guided				
		practice,				
		students will				
		chart their				
		progress toward				
		the goal.				

			i		
		1c. TE will			
		accommodate/			
		adapt classroom			
		work to be			
		consistent with			
		IEP strategies,			
		working in			
		small group			
		or individually			
		with students			
		to support			
		improved			
		reading skills			
		(differentiated			
		(uniterentiateu			
		materials/			
		instruction).			
		Provide lesson			
		plans in a central			
		database (Angel)			
		to increase			
		ESE teacher			
		remediation/			
		differentiation/			
		accommodation			
		opportunities			
		in daily			
		instructional			
		practices.			
Reading Goal #5D:	2012 Current	2013 Expected			
	Level of	Level of			
The percent of	Performance:	Performance:*			
line bercent of	*				
students with	<u></u>				
disabilities (SWD)					
achieving level					
3 or higher on					
the 2013 FCAT					
in reading will					
increase from 5%					
(3) to 15% (10).					

Five	e percent	Fifteen percent			
(3)) of students	(10) of students			
with	th disabilities	with disabilities will			
ach	hieved a level	achieve a level 3 or			
3 oı	or higher on	higher on the 2013			
the	e 2012 FCAT	FCAT in reading.			
in re	reading.	•			

5D.2.	5D.2.	5D.2. Administration	5D.2.	5D.2.
		Content Coaches		Quarterly Assessment
	-	InSS Specialist		Data –
	·	Teachers		Disaggregated by
Differentiated	,			item
	2a. Monitor progress a			complexity rating
	minimum of once every			complexity ruting
	2 weeks by monitoring			Ongoing progress
	student participation in			monitoring data
	collaborative activities			
	and maintaining			FCAT
	empirical as well as			
	assessment data.			SAT-10
	Disaggregate data by			
	subgroup to determine			Standard based reports
	additional supports that			
	may be needed to close			СТЕМ
	the gap for a specific			
	group.			
are not driven	J I			
	No. Nastalata latak			
	2b. Maintain high			
	expectations for all			
I student needs	students to participate			
	n collaborative			
	activities and to			
	appropriately fulfill			
	specified role within			
[groups.			
	2c. TE will			
	accommodate/adapt			
	classroom work to be			
	consistent with IEP			
j s	strategies, working			
	n small group or			
	ndividually with			
s	students to support			
i i	mproved reading			
	skills (differentiated			
	materials/instruction).			
F	Provide lesson plans			
i	n a central database			
	(Angel) to increase ESE			
	teacher remediation/			
	differentiation/			
[accommodation			

				i	1	1	
			opportunities in daily			[
			instructional practices.				
		5D.3.	5D.3.	5D.3. Administration	5D.3.	5D.3.	
		Use of	*See Strategies from	Content Coaches		<u> </u>	
		<u>Informational</u>	Leveled Groups	InSS Specialist		Quarterly Assessment	
		Text across all	previously mentioned	Teachers		Data –	
		Content to Teach	1			Disaggregated by	
		Reading and	3a. Maintain high			item	
		Writing Skills	expectations for all			complexity rating	
			students to participate				
			in collaborative				
		Content	activities and to			Ongoing progress	
		instruction	appropriately fulfill			monitoring data	
			specified role within			_	
			groups.			FCAT	
		strategies for	B. 6 a po.				
		accessing the	3b. TE will			SAT-10	
			accommodate/adapt				
			classroom work to be			Standard based reports	
		comprehension.	consistent with IEP			· I	
			strategies, working			СТЕМ	
			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.				
						[
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool		
analysis of student	Barrier	5	Responsible for	Strategy			
achievement data,	50.1161		Monitoring	5 stogy		I I	
and reference			Willitoning				
to "Guiding							
Questions",						l l	
identify and define						1	
areas in need of						l l	
improvement						1	
for the following						l l	
subgroup:							

	Icc 1	FF 1	5E.1. Administration	5E.1.	5E.1.	<u> </u>
•	5E.1. Rigor	5E.1.		5E.1.	Quarterly Assessment	
	Instructional:	*See Strategies	Content Coaches InSS Specialist		Data –	
		Groups	Teachers		Data – Disaggregated by	
	not routinely		reactiers		item	
_		mentioned			complexity rating	
	tasks,	mentioned			complexity rating	
progress iii	opportunities	1a. Monitor			Ongoing progress	
reading.	for student	progress a			monitoring data	
		minimum of once				
	assessments	every 2 weeks			FCAT	
	that follow an	using mini-				
	appropriate	assessments.			SAT-10	
		Disaggregate				
	for each	data by subgroup			Standard based	
	standard/	to determine			reports	
	benchmark.	additional			CTEM	
		supports that			CTEIVI	
		may be needed				
		to close the gap				
		for a specific				
		group.				
		1b. Utilizing				
		scale, ensure				
		understanding of				
		knowledge and				
		actions necessary	1			
		to demonstrate				
		mastery of				
		the standard/ benchmark. All				
		students identify				
		an achievement				
		level on the scale				
		and specific				
		actions for				
		achieving the				
	I	level. During				
	I	guided practice,				
		students will				
		chart their				
	I	progress toward				
	I	the goal.				
		1c. TE will				

	conference individually (data chat) with students to determine needs relative to risk factor, (e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.			
Level of Performance: *	2013 Expected Level of Performance:*			
of Economically disadvantaged students achieved a level 3 or higher on	Forty-one percent (153) of Economically disadvantaged students will achieve a level 3 or higher on the 2013 FCAT in reading.			

5E.2.	5E.2	5E.2. Administration	5E.2	5E.2.	
Interactive	*See Strategies from	Content Coaches	JL.2	Quarterly Assessment	
Learning	Leveled Groups	InSS Specialist		Data –	
Strategies and	previously mentioned	Teachers		Disaggregated by	
Differentiated	previously membrined	i cucinci 3	2.a. SBLT will collect	item	
Instruction	2a. Monitor progress a		observation data on	complexity rating	
Instruction Instructional:	minimum of once every		response systems	complexity rating	
Data-driven	2 weeks by monitoring		utilized by teachers.		
planning,	student participation in		demized by teachers.	Ongoing progress	
	collaborative activities		2d. OPM data is used	monitoring data	
instruction and communication	and maintaining		to create an action	moments data	
have not	empirical as well as			FCAT	
become uniform	assessment data.		teaching or Tier		
	Disaggregate data by		II intervention to	SAT-10	
practice across	subgroup to determine		students whose data	5/11 10	
all classrooms.	additional supports that		indicates a need.	Standard based reports	
Consequently,	may be needed to close		Extended day plans		
instruction,	the gap for a specific		are monitored and	СТЕМ	
interventions	1 * ' '		compared against the		
	group.		action plan. A date to		
are not driven			review progress is set		
by data and	2b. Maintain high		on the action plan.		
do not address	expectations for all		on the action plan.		
individual	students to participate				
student needs.	in collaborative				
	activities and to				
	appropriately fulfill				
	specified role within				
	groups.				
	2c. TE will maintain				
	data by sub-group in				
	order to identify issues				
	specific to the risk-				
	factors associated with				
	the sub-group. As				
	data uncovers specific				
	barriers to closing the				
	achievement gap, TE				
	will identify appropriate				
	differentiated				
	instructional strategies				
	to remove the barrier.				
	to remove the partier.				
	2d. Each school day				
	will be extended by				
	30 minutes to provide				
	Po minutes to brovide				

		additional time for			
		reading instruction.			
	5E.3	5E.3	5E.3 Administration	5E.3	5E.3
	Use of	*See Strategies from	Content Coaches		Quarterly Assessment
	<u>Informational</u>	Leveled Groups	InSS Specialist		Data –
	Text across all	previously mentioned	Teachers		Disaggregated by
	Content to Teach				item
		3a. Maintain high			complexity rating
		expectations for all			
		students to participate			Ongoing progress
		in collaborative			monitoring data
		activities and to			
		appropriately fulfill			FCAT
		specified role within			
	•	groups.			SAT-10
	strategies for	L			Character of the control of the cont
	accessing time	3b. TE will maintain			Standard based reports
		data by sub-group in			CTEM
		order to identify issues			CTEIVI
		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.			

Reading Professional Development strategy c or d from strategies doc

Professional				
Development				
(PD) aligned wit	า			
Strategies throug	h			
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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading	All grades	Reading coach and district reading coordinator	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT
Running Record	All grades	Reading Resource Teachers	School-wide	Initial training by 8-27-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans; progress monitoring	Reading coachSBLT
Integrating ELA standards/strategies	All grades	CoachesDistrict coordinatorsDOE-DA team	School-wide	Initial training by 9-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT
Scales and Rubric use – CTEM alignment	All grades	SBLT	School-wide	1 0 0	PLC observations/minutes; CTEM observations; Lesson Plans	Academic coachesSBLT
Differentiated Instruction – ELA specific	All grades	• Coaches • INSS	School-wide		PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT
Data Chats	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Reading coachSBLT
OPM – data collection and analysis	All grades	SBLT	School-wide	Initial training by 10-30-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Academic coachesSBLT

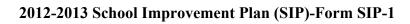
FAIR instructional implications	All grades	Reading coach INSS	School-wide	targeted teachers as	PLC observations/minutes; CTEM observations; Lesson Plans; Data Chats; OPM data sheets	Reading coachSBLT
Common Core	 K-1 − all content areas 2nd − 6th − ELA standards 	SBLTDistrict coordinatorsDOE-DA team	School-wide		PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT
Data Team – planning and CFA development	All grades	SBLT	School-wide	Un-going support for targeted teachers as	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Academic coachesSBLT
Action Research	All grades	SBLT	School-wide	Initial training by 10-18-12 On-going support for targeted teachers as needed.		• SBLT
Guided Reading	All grades	Reading coach and district reading coordinator	School-wide		PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT

Reading Budget (Insert rows as needed)

	· · · · · · · · · · · · · · · · · · ·		,
Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teacher Support	Reading Coach funded to provide coaching	Title I Basic	57,872.65
	cycle, training, and support to teachers.		
Tutors	Under supervision of classroom teacher,	Title I Basic	112,222.48
	tutors provide supplemental instruction to		
	struggling ELL students.		

Total:			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Other			
Subtotal:			
Kagan strategies	Kagan training	School Improvement Grant	\$5000.00
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal:			
	reading instruction.		
Extended day	Each school day is extended by 30 minutes for the purpose of providing additional	School Improvement Grant	342,260.85
	provide support for classroom teachers.		
	ELL students as indicated by two common assessments. Resource Teachers also		
	interventions or re-teaching, to struggling		
Teacher and student support	A resource teacher provide Tier II	Title I Basic	87,429.07
	also provide support for classroom teachers.		
	common assessments. Resource Teachers		
	migrant students as indicated by two		
Teacher and student support	Three resource teachers provide Tier II interventions or re-teaching, to struggling	Title I Migrant	189,262.66

End of Reading Goals



Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	L	L	L -	1	T
1. Students scoring		1.1. TE will conference	1.1.	1.1.	1.1.
proficient in Listening/	background knowledge of US	individually with students	Language Arts and/or ELL	Classroom Walk	Teacher created rubrics - keeping
Speaking.	cultural norms and content specific		teacher, ELL Contact and	Throughs from	in mind various readability levels-
Speaking.	vocabulary to fully understand oral		Reading coach.	Administrators and	and
	language.	and develop a language/		coaches to observe:	
		vocabulary journal specific to		Teachers and coaches	Spring CELLA assessment.
		student's needs.		will provide students	
				with opportunities	
		1.2 TE will utilize multiple ELL		to write short/long	
		strategies to meet the needs		dialogues using key	
		of second language learners,		vocabulary learned and	
		scaffolding support for		present orally using	
		meeting high expectations for	r	different settings and	
		participation in oral language		scenarios.	
		opportunities.			
				Students will have oral	
				dialogue presentations	
		1.3 Provide scaffolded		and the teachers will	
		support for ELL learners		use the rubrics created	
		by inclusion in small group		to determine students'	
		support for L 1 and 2 student	S	effectiveness.	
		as appropriate.			
				Students can also	
		1.4 Monitor progress a		evaluate other students	
		minimum of once every		on their presentations	
		2 weeks by monitoring		and the teacher may	
		student participation in		consider the students'	
		collaborative activities		evaluations as part of	
		and maintaining empirical		the overall evaluation	
		as well as assessment		process.	
		data. Disaggregate data			
		to determine additional			
		supports that may be needed			
		to improve oral language			
		skills of identified ELL			
		learners.			
		1.5 Teachers will utilize			
		appropriate cooperative			
		structures/strategies that			
		provide support for student			
		r ···			
		accountable talk during both whole and small			
		1			
		group instruction, requiring	,		
		students to show, tell, explain	'		
		and prove reasoning aligned		1	

		to the standards. Teachers will include use of these in weekly lesson plans.				
CELLA Goal #1: By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 4% as measured by spring CELLA scores.	2012 Current Percent of Students_ Proficient in Listening/Speaking:					
	39% (106) SY13 goal is 43% (103)					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

6 c 1 · ·	2.1 Ell students emerion == delete	2.1 TE will utilize multiple	h 1	2.1	2.1	
2. Students scoring	2.1. ELL students experience delays in acquisition of reading skills due	ELL strategies to meet the	2.1. Language Arts and/or ELL	2.1. Classroom Walk	2.1. Teacher-made test, Fluency rubric	
proficient in Reading.	to limited vocabulary, limited	needs of second language	teacher, ELL Contact and	Throughs from	spring CELLA assessment and /or	
	experience to build background	1	Reading coach will monitor	administrators and	FCAT test results	
	knowledge, limited English usage	for meeting high expectations		coaches to observe:	i CAT test results	
	in the home and in many cases,	for reading on grade	1	Teachers explaining		
	illiteracy in the home.	level/ meeting grade level		prerequisite language		
	interdey in the nome.	expectations.		applications: reading		
		expectations.		directions, idioms,		
				sentence starters, essay		
		2.2 Provide scaffolded		formats, pattern drills, or		
		support for ELL learners		completing a story map;		
		by inclusion in small group		check for understanding.		
		support for L 1 and 2 students				
		as appropriate.		Teaching specific reading		
				comprehension skills		
		2.3 Monitor progress a		for completing: task		
		minimum of once every		procedures, answering		
		2 weeks using running		questions, word		
		records or mini-cloze reading		problems, understanding		
		assessments.		text & graphics.		
		2.4 Teachers will utilize		Reading coaches		
		appropriate cooperative		monitor teachers'		
		structures/strategies that		implementation of		
		provide support for student		opportunities for		
		accountable talk during		students to read		
		both whole and small		aloud, to respond		
		group instruction, requiring		to comprehension		
		students to show, tell, explain		questions and to talk		
		and prove reasoning aligned		about their responses		
		to the standards. Teachers		writing short dialogues.		
		will include use of these in		L		
		weekly lesson plans.		Teachers utilize fluency		
				rubrics to determine the		
		2.5 Employ checks for		effectiveness of strategy.		
		understanding that include		Coaches monitor		1
		1:1 questioning with the		teachers' utilization of		
		student or written responses		rubrics.		
		to text dependent questions		i ubi ics.		
		to determine student's level				
		of understanding of what was				
		read.				

CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
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.						
	22% (61) SY13 goal is 24% (57)					
Students write in English at	Anticipated Barrier	Strategy	Person or Position Responsible		Evaluation Tool	
grade level in a manner similar			for Monitoring	Determine Effectiveness		
to non-ELL students.				of		
				Strategy		

3. Students scoring	3.1. Students do not have	3.1a As evidence of strategic	b 1	2.1.	2.1.	
5. Stadents scoring		and extended thinking in		Classroom Walk	Teacher created rubrics and spring	
ibrolicient in writing.	• •		teacher, ELL Contact and Writing		CELLA assessment	
		accountable for producing	teacher	initioughs to observe.	CELEA discissificati	
	9	an oral or written analysis		Structure of multiple		
		of multiple genres of		opportunities for peer-		
		thematically connected texts		to-peer interactions		
		a minimum of six times per		to increase speaking,		
		year. Depending on students'		listening, reading		
		writing skills, the process may		comprehension & writing		
		be implemented through		skills and		
		Read-Alouds.				
				Support language		
		3.1b To develop strategic		interactions with review/		
		and extended thinking in		preview of language		
		regard to student writing, TE		forms, use of graphic		
		will provide opportunities		organizers or other types		
		for peer evaluation of		of modeling.		
		students' writing based on				
		the writing rubric. Students				
		will be accountable for				
		defending their thinking				
		based on specific examples				
		from the writing and				
		their understanding				
		of expectations for				
		quality writing, providing				
		recommendations for				
		improving the writing.				
	2012 Current Percent of Students					
	Proficient in Writing :					
By the end of the 2012-						
13 academic year, the						
percentage of LY students						
proficient in <u>Writing</u> will						
have increase in at least 3%						
as measured by the spring						
CELLA assessment.						
0222.40300331110110.						
		l	l .	ļ	Į	

30% (83) SY13 goal is 33%(79)					
	3.2 Students have not developed proficiency in editing and improving their own writing as a way	assessing student responses,	Language Arts and/or ELL teacher, ELL Contact and	Classroom Walk Throughs to	3.2 Teacher created rubrics and spring CELLA assessment
	to develop their thinking and use of appropriate vocabulary.	appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Witting teacher	Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and	
		3.2b In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at		Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	
		the end of the sentence, and that the response is a complete sentence.			

CELLA Budget (Insert rows as needed)

\ \	,	
Include only school-based funded		
activities/materials and exclude district		

funded activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of CELLA Goals

Elementary School Mathematics Goals

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

Non-Negotiable Barriers: Across All Content To Tea				= Rigor Writing Skill:	= Interactive Learning St s and Strategies	rategies and Different	iated Instruction	= Use of Informat
Elementary	Problem-							
Mathematics	Solving							
Goals	Process to							
	Increase							
	Student							
	Achievem							
	ent							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

	I	1	I	I	1	
1a. FCAT 2.0:	1a.1.	1a.1.		1a.1. Administration will review lesson plans and	1a.1.	
Students scoring at	Rigor	1a.Teachers will		determine effectiveness based on observations.	Quarterly Assessment Data	
Achievement Level	Instructional: Lessons do		Content Coaches InSS Specialist	Monitoring of coaching logs.	Disaggregated by item	
3 in mathematics.	not routinely	and district staff	inss specialist	Examples: PLC Conversations, Test Item Analysis,	complexity rating	
5 iii iiiatiieiiiatics.	incorporate	to utilize		progress monitoring data	complexity rating	
	tasks,	standards/		progress monitoring data	Formative Assessment	
	opportunities	benchmarks and			Results	
	for student	Test Item			inesuits	
	discourse and	Specifications to		1.b. Administration will review lesson plans and		
	assessments	determine the		determine effectiveness based on observations.		
	that follow an	level of rigor		Routine attendance at PLCs.		
	appropriate	required for				
	level of rigor for	1 '	1b. Principal			
	each standard/		Assistant Principal	1c. Administration will review lesson plans and		
	benchmark.	benchmark.		determine effectiveness based on observations.		
		Teachers will		Routine attendance at PLCs		
		identify the				
		learning goal (LG)				
		and scale to	1			
		incorporate	1c. Principal	Ad Administration of the control of		
		rigorous	Assistant Principal	1d. Administration will spot monitor data chat		
		expectations	, toolocarre r rincipar	records and interview students.		
		that include				
		tasks,				
		opportunities for				
		student				
		discourse, and				
		assessments that				
		follow an	Ad District			
		appropriate level	1d. Principal			
		of rigor for each	Assistant Principal			
		standard/				
		benchmark.				
	1	1b. Teachers				
		will use LGs with				
		accompanying				
		scales (0-4) to				
	I	identify levels	1			
	1	of performance				
	1	relative to				
		the LG and its				
		embedded				
	1	standards/ benchmarks				
	I		1			
		so students	1	l	1	

understand what is required to demonstrate buccosful mastery of first LG and IS	
demonstrate successful mastery of the LG and its embedded estandards/ benchmarks. 1.C. During classroom observations administrators will determine the to the standards/ benchmark, is posted and in student ifiendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standards/ benchmark. Administrators will interview 1-3 students to determine demonstrating mastery of the standards/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and see CEEM alignments. 1.d. Students and see CEEM alignments. 1.d. Students will ledertify a goal for schiwing a level 3 or 4 on	
successful mastery of the LG and Its embedded tandards/ benchmarks. Lc. During classroom classr	is required to
successful mastery of the LG and Its embedded tandards/ benchmarks. Lc. During classroom classr	demonstrate
mastery of the tG and Its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that tG is specific to the standard; benchmark of benchmarks of benchmarks of control of the tG and particular of the tG and that the scale (0-4) is aligned to the tG and represents graduated fevels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and Cosele, CRec CTEM silligement.) It Students to determine understanding of the LG and Cosele, CRec CTEM silligement.) It Students will dentify a goal for achieving a fevel 3 or 4 on	successful
the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is sligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark and the scale (10-4) is sligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark and limited the scale (1-3) sligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark and limited the scale (1-3) sligned to demonstrating mastery of the standard/ benchmark and limited the scale (1-3) sligneds to determine understanding of the LG and scale, (See CTEM alignment.) 1.d. Students will identify a goal for achieving a level 3 or 4 on	mastery of
embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-Friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1.3 students to determine understanding of the LG and scale, (See CTEM) alignment.) 1d. Students will dentify a goal for achieving a level 3 or 4 on	the LG and its
standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (I-G) a siligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1.3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	embedded
benchmarks. 1c. During classroom observations administrators will determine that U is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the U of and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1:3 students to determine understanding of the LO and scale. (See CTEM alignment.) 1d. Students will dedutify a goal for achieving a level sor 4 on 6 on	
classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1.6. Students will identify a goal for achieving a level 3 or 4 on level 3 or 5 or	benchmarks.
classroom observations administrators will determine that LG is specific to the standard/ benchmark, is passed and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1.3 students to determine understanding of the LG and scale, (See CTEM alignment.) 1.d. Students will identify a goal for achieving a level 3 or 4 on	
classroom observations administrators will determine that LG is specific to the standard/ benchmark, is posted and in student-friendly anguage and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1.3 students to determine understanding of the LG and scale, (See CTEM alignment.) 1.d. Students will identify a goal for achieving a level 3 or 4 on	1c. During
observations administrators will determine that LG is specific to the standard/ benchmark, is possed and in student-friendly language and that the scale (0-4) is sligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1:3 students to determine understanding of the LG and scale, (See CTEM alignment.) 1.3 students to determine understanding of the LG and scale, (See CTEM alignment.) 1.4 students will identify a goal for achieving a gear and a scale see CTEM alignment.)	
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that LC is specific to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will idents will identify a goal for achieving a level 3 or 4 on	
to the standard/ benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	that LG is specific
benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	to the standard/
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(0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1.d. Students will identify a goal for achieving a level 3 or 4 on	that the scale
to the LG and represents graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
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graduated levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
levels for demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	graduated
demonstrating mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	levels for
mastery of the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
the standard/ benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	mastery of
benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	the standard/
Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
to determine understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
understanding of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	
of the LG and scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	understanding
scale. (See CTEM alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	of the LG and
alignment.) 1d. Students will identify a goal for achieving a level 3 or 4 on	scale. (See CTEM
1d. Students will identify a goal for achieving a level 3 or 4 on	
identify a goal for achieving a level 3 or 4 on	
identify a goal for achieving a level 3 or 4 on	1d. Students will
for achieving a level 3 or 4 on	
level 3 or 4 on	for achieving a
the scale and	level 3 or 4 on
pine search and	the scale and
write a contract	
for the work he/	for the work he/

#1a·	2012 Current Level of Performance:*	she will do to demonstrate successful mastery of the standard/benchmark. 2013 Expected Level of Performance:*			
	27% (92)	32% (123)			

		L 0 0 : 1		L a
1a.2.		1a.2. Principal		1a.2.
	2a. Professional	· ·	academic coaches will	Quarterly
	rning Learning Communities		routinely attend PLCs and/	Assessment Data –
	will meet 2 times	1 '	or review PLC minutes.	Disaggregated by
	<u>erentiated</u> each month for the	Team Leaders		item
	ruction specific purpose of			complexity rating
	ructional: examining, interpreting		L	
	a-driven and analyzing data to			Formative
plani	nning, inform planning and		content coaches will review	Assessment Results
instr	ruction and instructional decisions.	1	lesson plans and compare	
comi	nmunication Meeting minutes will		against lesson plan rubric.	
	e not reflect critical analyses	· I	Feedback will be provided to	
beco	ome uniform		the team.	
l P	ctice across 2b. Lesson plans		2c. School-level data chats	
all cl	classrooms. and instruction will	I	will occur using teacher	
Cons	sequently, reflect differentiated		OPM data. Teams provided	
instr	ruction, instruction based on		with Florida Continuous	
inter	erventions careful data analysis.	2d. Principal	Improvement Model	
and (enrichment	Assistant Drivelant	reflective questions to use	
are r	not driven 2c. School-level data	· · · · · · · · · · · · · · · · · · ·	at PLCs.	
by da	data and chats: administrator	Academic Coaches		
do n	not address to teacher or team (2x			
indiv	vidual each month); teacher t	0	2d. Administration and	
stude	dent needs. student (a minimum of	:	content coaches will	
	1x quarterly); student		routinely attend PLCs and/	
	to parent (elementary		or review PLC minutes.	
	and AVID) (Student-Led	d		
	Conferences) are held			
	routinely.			
	,			
	2d. During PLCs, TE			
	will triangulate data to			
	determine appropriate			
	opportunities for			
	extension and			
	acceleration.			
		!		<u> </u>

1a.3.	1a.3.	1a.3. Principal	1a.3.	1a.3.
Use of	3a. Content area	Assistant Principal		Quarterly
Informati		Content Coaches		Assessment Data –
Text acro				
I I		InSS Specialist		Disaggregated by
	to Teach Comprehension			item
Reading				complexity rating
Writing 9		[7]		
and Stra				Formative
Instruction				Assessment Results
Content	Model (RCM) across			
instruction	on all content, seeking to			
often do	es not incorporate multiple			
include s	pecific texts, both fiction			
strategie	s for and non-fiction, to			
accessing				
text to b				
compreh				
l sompre.	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	⁽⁷		
	benchmark is not			
	appropriate to the text	•		
	Use of the CCS will be			
	evident in lesson plans,			
	through observation			
	and student interviews			
	3b. Teachers will be			
	provided professional			
	learning opportunities			
	such as online classes,			
	evening/Saturday			
	classes, lesson study			
	and/or coaching			
	support to develop			
	formal and informal			
	assessments to monito	r		
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/	1	l .	

			benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will			
			collaborate, using text to answer and reinforce teacher and student-			
			posed questions and theories.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2a. FCAT 2.0:	2a.1.	2a.1.	2a.1	2a.1 Administration will review lesson plans and	2a.1.	
	Rigor	1a.Teachers will	1a.Principal	determine effectiveness based on observations.	Quarterly Assessment Data	
Students scoring			Assistant Principal	Monitoring of coaching logs.	_	
at or above	Lessons do				Disaggregated by item	
Achievement		and district staff		Examples: PLC Conversations, Test Item Analysis,	complexity rating	
Levels 4 and 5 in	incorporate	to utilize		progress monitoring data		
mathematics.	tasks,	standards/			Formative Assessment	
	opportunities	benchmarks and			Results	
	for student	Test Item		1.b. Administration will review lesson plans and		
	discourse and	Specifications to		determine effectiveness based on observations.		
	assessments	determine the		Routine attendance at PLCs.		
	that follow an appropriate	level of rigor required for	1b. Principal	noutine attendance at 1 263.		
	level of rigor for		Assistant Principal			
	each standard/			1c. Administration will review lesson plans and		
	benchmark.	benchmark.		determine effectiveness based on observations.		
		Teachers will		Routine attendance at PLCs		
		identify the				
		learning goal (LG))			
		and scale to	1c. Principal			
		incorporate	Assistant Principal	1d. Administration will spot monitor data chat		
		rigorous	·	records and interview students.		
		expectations				
		that include				
		tasks, opportunities for				
		student				
		discourse, and				
		assessments that				
		follow an	1d. Principal			
		appropriate level	Assistant Principal			
		of rigor for each				
		standard/				
		benchmark.				
		[
		1b. Teachers				
		will use LGs with				
		accompanying scales (0-4) to				
		identify levels				
		of performance				
		relative to				
		the LG and its				
		embedded				
		standards/				
		benchmarks				
		so students				

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly
language and
that the scale
(0-4) is aligned
to the LG and
represents
graduated
levels for
demonstrating
mastery of
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
1d. Students
will be expected
to achieve a 4
on the scale by
extending their
learning. TE
will work with

		high achieving students to identify specific work that will meet the requirements.			
#2a·	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
	11% (37)	12% (46)			

2a.2.	2a.2.	2a.2	2a.2.	2a.2.
				Quarterly
Learning		1		Assessment Data –
	will meet 2 times	•	routinely attend PLCs and/	Disaggregated by
	each month for the		or review PLC minutes.	item
	specific purpose of	Team Leaders	or review ree minutes.	complexity rating
	examining, interpreting,	leani Leaders		complexity rating
	and analyzing data to		2b. Administration and	Formative
planning,				Assessment Results
instruction and		Assistant Principal	review lesson plans and	7 GSCSSITICITE NESCRICE
		Academic Coaches	compare against lesson plan	
have not	reflect critical analyses.		rubric. Feedback will be	
become uniform			provided to the team.	
		Assistant Principal	p	
l'	and instruction will		2c. School-level data chats	
	reflect differentiated		will occur using teacher	
	instruction based on		OPM data. Teams provided	
	careful data analysis.		with Florida Continuous	
and enrichment	carerui uata anaiysis.		Improvement Model	
	2c. School-level data		reflective questions to use	
	chats: administrator		at PLCs.	
	to teacher or team (2x	Academic Coaches		
	each month); teacher to			
	student (a minimum of		2d. Administration and	
	1x quarterly); student		academic coaches will	
	to parent (elementary		routinely attend PLCs and/	
	and AVID) (Student-Led		or review PLC minutes.	
	Conferences) are held			
	routinely.			
	i outiliely.			
	2d. During PLCs, TE			
	will triangulate data to			
	determine appropriate			
	opportunities for			
	extension and			
	acceleration to enrich/			
	extend the level of			
	student comprehension.			
	prodetti comprenension.			l l

2a.3	2a.3.	2a.3	2a.3	2a.3
Use of	3a. Content area	3a. Principal	3a. Administration and	Quarterly
Information		Assistant Principal	academic coaches will	Assessment Data –
Text across		Academic Coaches	review lesson plans and	Disaggregated by
I I	<u>each</u> Comprehension	Academic codenes	compare against lesson plan	
Reading and			rubric. Feedback will be	complexity rating
Writing Skil		-\	provided to the team.	complexity rating
1 1 -		1	provided to the team.	Formative
and Strateg				Assessment Results
Instructiona	1			Assessment results
Content	Model (RCM) across			
instruction	all content, seeking to			
often does r				
include spec	• • • • • • • • • • • • • • • • • • •			
strategies fo				
accessing th				
text to build				
comprehens		3b. Principal		
	strategies. *Note:	Assistant Principal	3b. Administration and	
	in using the RCM,	Academic Coaches	Academic coaches will	
	consider that text		follow-up with teachers	
	drives the selection of		after professional learning	
	strategies for accessing		opportunities by having	
	the text. There will		teachers share their	
	be times when the		learning through student	
	recommended strategy,	/	product	
	benchmark is not		product	
	appropriate to the text.			
	Use of the CCS will be	3c. Principal	3c. Administration will	
	evident in lesson plans,	Assistant Principal	review lesson plans and	
	through observation		determine effectiveness	
	and student interviews.		based on observations.	
			Routine attendance at PLCs	
	3b. Teachers will be	3d. Principal	indutine attenuance at FLCs	
	provided professional	Assistant Principal	3d. Administration will	
	learning opportunities	Academic Coaches	review lesson plans and	
	such as online classes,		determine effectiveness	
	evening/Saturday		based on observations.	
	classes, lesson study		Routine attendance at PLCs	
	and/or coaching		indutine attenuance at PLCs	
	support to develop			
	formal and informal			
	assessments to monitor	r		
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/			
	taugiit stailuarus/			

			benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	lo 4	lo 4	lo 4	h .	h .	
3a. FCAT 2.0:	3a.1.	3a.1.	3a.1	3a.1.	3a.1.	
Percentage of	Rigor Instructional:	1a.Teachers will	1a. Principal	1a. Administration will review lesson plans and	Quarterly Assessment Data	
students making	Lessons do	be supported by building coaches	Assistant Principal	determine effectiveness based on observations. Monitoring of coaching logs.	Disaggregated by item	
Learning Gains in	not routinely	and district staff		lyloriitoring of coacrinig logs.	complexity rating	
mathematics.	incorporate	to utilize		Examples: PLC Conversations, Test Item Analysis,	complexity rating	
matnematics.	tasks,	standards/		progress monitoring data	Formative Assessment	
	opportunities	benchmarks and		progress monitoring data	Results	
	for student	Test Item				
	discourse and	Specifications to				
	assessments	determine the		1.b. Administration will review lesson plans and		
	that follow an	level of rigor		determine effectiveness based on observations.		
	appropriate	required for		Routine attendance at PLCs.		
	level of rigor fo	r mastery of the	1b. Principal			
	each standard/	standard/	Assistant Principal	As Adolf to the Unit of the Indian of the In		
	benchmark.	benchmark.	Academic Coaches	1c. Administration will review lesson plans and		
		Teachers will		determine effectiveness based on observations. Routine attendance at PLCs		
		identify the		Routine attenuance at PLCS		
		learning goal (LG)				
		and scale to				
		incorporate				
		rigorous		1d. Administration will spot monitor data chat		
		expectations that include		records and interview students.		
		tasks,	1c. Principal			
			Assistant Principal			
		student	7 tosistant i i incipal			
		discourse, and				
		assessments that				
		follow an				
		appropriate level				
		of rigor for each				
		standard/				
		benchmark.	1d. Principal			
			Assistant Principal			
		1b. Teachers	Academic Coaches			
		will use LGs with				
		accompanying				
		scales (0-4) to				
		identify levels				
		of performance				
		relative to the LG and its				
		embedded				
		standards/				
		benchmarks				
		so students				

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly
language and that the scale
(0-4) is aligned
to the LG and
represents
graduated to a second s
levels for
demonstrating
mastery of
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
1d. TE will meet
with students
individually or
in small groups
to ensure
understanding
of the LG and

			1	1	1	r
		expectations for				
		achievement				
		based on the				
		scale. TE will				
		guide students				
		to set personal				
		goals and to				
		identify steps				
		for achieving				
		the goal. TE				
		will provide				
		scaffolded				
		support as				
		appropriate				
		for students to				
		demonstrate				
		mastery.				
Mathematics Goal	2012 Current	2013 Expected				
#22.	<u>Level of</u>	Level of				
#34.	Performance:*	Performance:*				
The percent of						
students achieving						
learning gains on						
the 2013 FCAT 2.0						
in mathematics will						
increase from 64%						
(146) to 68% (194).						
, , , , , , , , , , , , , , , , , , , ,						
	64% (146)	68% (194)				
1] 3.73 (2.10)	00/0 (15 +/	ĺ			

3a.	a.2.	3a.2.	3a.2.	3a.2.	3a.2.
					Quarterly
			·		Assessment Data –
Str	rategies and	will meet 2 times	Academic Coaches	routinely attend PLCs and/	Disaggregated by
Dif	ifferentiated	each month for the			item
Ins	struction	specific purpose of			complexity rating
Ins	structional:	examining, interpreting,			
Da	ata-driven	and analyzing data to		2b. Administration and	Formative
pla	anning,	into the planting and		academic coaches will	Assessment Results
ins	struction and	instructional accisions.		review lesson plans and	
coi	mmunication	Meeting minutes will		compare against lesson plan	
ha	ave not	reflect critical analyses.		rubric. Feedback will be	
be	ecome uniform			provided to the team.	
I I		ZD. LESSUII PIAIIS	Assistant Principal		
		and instruction will		2c. School-level data chats	
		reflect differentiated		will occur using teacher	
		instruction based on		OPM data. Teams provided	
		careful data analysis.		with Florida Continuous	
	nd enrichment		Dd Dringing	Improvement Model	
		2c. School-level data	Assistant Dringing	reflective questions to use	
		chats: administrator	Academic Coaches	at PLCs.	
		to teacher or team (2x			
		each month); teacher to		2d. Administration and	
stu		student (a minimum of		academic coaches will	
		1x quarterly); student		routinely attend PLCs and/	
		to parent (elementary		or review PLC minutes.	
		and AVID) (Student-Led		of review r Le minutes.	
		Conferences) are held			
		routinely.			
		2d Daring DICo TE			
		2d. During PLCs, TE			
		will triangulate data to			
		determine appropriate			
		interventions and			
		supports.			

3a.3.	3a.3.	3a.3.	3a.3.	За.3.
Use of	3a. Content area	3a. Principal	3a. Administration and	Quarterly
Informa		Assistant Principal	academic coaches will	Assessment Data –
Text ac		Academic Coaches	review lesson plans and	Disaggregated by
	t to Teach Comprehension		compare against lesson plan	item
Reading			rubric. Feedback will be	complexity rating
Writing	Skills Reciprocal Teaching (RT)	provided to the team.	
and Stra	ategies and (as appropriate)			Formative
Instruct				Assessment Results
Content	_			
instruct				
often de	, ,			
	specific texts, both fiction			
strategi				
accessir				
text to I	1			
compre	hension. and comprehension			
	strategies. *Note:	3b. Principal	3b. Administration and	
	in using the RCM,	Assistant Principal	Academic coaches will	
	consider that text	Academic Coaches	follow-up with teachers	
	drives the selection of		after professional learning	
	strategies for accessing		opportunities by having	
	the text. There will		teachers share their	
	be times when the			
	recommended strategy,	/	learning through student	
	benchmark is not		product	
	appropriate to the text.			
	Use of the CCS will be	3c. Principal		
	evident in lesson plans,		3c. Administration will	
	through observation	İ	review lesson plans and	
	_		determine effectiveness	
	and student interviews.		based on observations.	
	26	3d. Principal	Routine attendance at PLCs	
	3b. Teachers will be	Assistant Principal		
	provided professional	The state of the s	3d. Administration will	
	learning opportunities		review lesson plans and	
	such as online classes,		determine effectiveness	
	evening/Saturday		based on observations.	
	classes, lesson study		Routine attendance at PLCs	
	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/			
	taagiit stailaaras/	!	!	

		,				
			benchmarks. Teachers			
			will be accountable			
			for implementing			
			professional learning.			
			ľ			
			3c. Teachers use of			
			reading strategies			
			across all content will be			
			monitored during CTEM			
			classroom observations			
			and study of lesson			
			plans. (See CTEM			
			alignment.)			
			3d. Teachers will teach			
			students the process			
			of model drawing to			
			comprehend, represent,			
			and solve word			
			problems. Students will			
			collaborate, using text			
			to answer and reinforce			
			teacher and student-			
			posed questions and			
			theories.			
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool	
analysis of student	Barrier		Responsible for	Strategy		
achievement data, and			Monitoring			
reference to "Guiding						
Questions", identify						
and define areas in						
need of improvement						
for the following						
group:						

				i	· · · · · · · · · · · · · · · · · · ·	
4a. FCAT 2.0:	4a.1.	4a.1.	4a.1.	4a.1. Administration will review lesson plans and	4a.1.	
Percentage of	Rigor	1a.Teachers will	1a. Principal	determine effectiveness based on observations.	Quarterly Assessment Data	
students in Lowest	Instructional:	be supported by	Assistant Principal	Monitoring of coaching logs.		
	Lessons do	building coaches		L	Disaggregated by item	
25% making	not routinely	and district staff		Examples: PLC Conversations, Test Item Analysis,	complexity rating	
learning gains in	incorporate	to utilize		progress monitoring data		
mathematics.	tasks,	standards/			Formative Assessment	
	opportunities	benchmarks and			Results	
	for student	Test Item		1.b. Administration will review lesson plans and		
	discourse and	Specifications to		determine effectiveness based on observations.		
	assessments	determine the		Routine attendance at PLCs.		
	that follow an	level of rigor		Noutine attendance at FLCs.		
	appropriate	required for				
	_ ~	mastery of the		1c. Administration will review lesson plans and		
	each standard/		1b. Principal	determine effectiveness based on observations.		
	benchmark.	benchmark.	Assistant Principal	Routine attendance at PLCs		
		Teachers will				
		identify the				
		learning goal (LG) and scale to	1			
		incorporate				
		rigorous				
		expectations	1c. Principal			
		that include	Assistant Principal			
		tasks,	Assistant i incipal	Add Add to to to to the control of t		
		opportunities for		1d. Administration will spot monitor data chat		
		student		records and interview students.		
		discourse, and				
		assessments that				
		follow an				
		appropriate level				
		of rigor for each				
		standard/				
		benchmark.	1d. Principal			
			Assistant Principal			
		1b. Teachers	maaistant Fillicipal			
		will use LGs with	1			
		accompanying	1			
		scales (0-4) to	1			
		identify levels				
		of performance				
		relative to				
		the LG and its				
		embedded				
		standards/				
		benchmarks	1			
		so students				

understand what
is required to
demonstrate
successful
mastery of
the LG and its
embedded
standards/
benchmarks.
1c. During
classroom
observations
administrators
will determine
that LG is specific
to the standard/
benchmark, is
posted and in
student-friendly
language and that the scale
(0-4) is aligned
to the LG and
represents
graduated to a second s
levels for
demonstrating
mastery of
the standard/
benchmark.
Administrators
will interview
1-3 students
to determine
understanding
of the LG and
scale. (See CTEM
alignment.)
1d. During small
group guided group guided
practice or data
chat, TE will
explain scale to
students and
assist in setting

individual goals		
to demonstrate		
standard/		
benchmark		
success.		
Conduct		
monthly data		
chats with		
individual		
students. Each		
student will		
identify a level		
to achieve and		
identify the		
actions he/she		
must take to		
achieve the		
level. Students		
will chart their		
progress toward		
the goal,		
modifying goal		
as appropriate.		
Provide small		
group guided		
practice/		
scaffolded		
support daily or		
as needed,		
gathering		
assessment data		
a minimum of		
once every two		
weeks (OPM).		

#4a·		2013 Expected Level of Performance:*			
The percent of students in Lowest 25% making learning gains on the 2012 FCAT in reading/math will increase from 56% (33) to 60% (43).					
	56% (33)	60% (43)			

14- 2	14- 2	14- 2	14- 2	4- 2
4a.2.				4a.2.
Interactive				Quarterly
<u>Learning</u>		,		Assessment Data –
Strategies and			routinely attend PLCs and/	Disaggregated by
<u>Differentiated</u>	each month for the		or review PLC minutes.	item
Instruction	specific purpose of			complexity rating
Instructional:	examining, interpreting,	ale Britaria	L	
Data-driven	aria ariaryzing aata to	•		Formative
planning,	morni piaming ana	•		Assessment Results
instruction and	instructional accisions.		review lesson plans and	
	Meeting minutes will		compare against lesson plan	
have not	reflect critical analyses.		rubric. Feedback will be	
become uniform			provided to the team.	
	zu. Lesson plans	2c. Principal Assistant Principal		
all classrooms.	land instruction will	l . :	2c. School-level data chats	
Consequently,	reflect differentiated		will occur using teacher	
instruction,	instruction based on		OPM data. Teams provided	
interventions	careful data analysis.	lad Britarian	with Florida Continuous	
and enrichment		l <u></u>	Improvement Model	
are not driven	Dr School-loval data	A d :- C b	reflective questions to use	
by data and	chats: administrator	Academic Coaches	at PLCs.	
do not address	to teacher or team (2x			
individual	each month); teacher to		L	
student needs.	student (a minimum of		2d. Administration and	
	1x quarterly); student		academic coaches will	
	to parent (elementary		routinely attend PLCs and/	
	and AVID) (Student-Led		or review PLC minutes.	
	Conferences) are held			
	routinely.			
	1 '			
	2d. Through			
	differentiated			
	instruction and multi-			
	tiered supports, TE			
	will scaffold support			
	for meeting high			
	expectations.			
	expectations.	l		l

4a.3	4a.3.	4a.3.	4a.3.	4a.3.
Use of	3a. Content area	3a. Principal	3a. Administration and	Quarterly
l ——				Assessment Data –
Text across all	utilize Collaborative	•	review lesson plans and	Disaggregated by
Content to Teach		Academic codenes	compare against lesson plan	
	Strategies (CCS) or		rubric. Feedback will be	complexity rating
	Reciprocal Teaching (RT)		provided to the team.	complexity rating
I =	and (as appropriate)			Formative
l ———				Assessment Results
I I	the Reading Coherence			Assessment Results
I I	Model (RCM) across			
	all content, seeking to			
	incorporate multiple			
· · · · · · · · · · · · · · · · · · ·	texts, both fiction			
1 1 7	and non-fiction, to			
1 1 5	develop analytic and			
I I	evaluative thinking			
comprehension.	and comprehension			
	strategies. *Note:		3b. Administration and	
	I	3b. Principal	Academic coaches will	
	I	Assistant Principal	follow-up with teachers	
		Academic Coaches	after professional learning	
	strategies for accessing		opportunities by having	
	the text. There will		teachers share their	
	be times when the		learning through student	
	recommended strategy/		product	
	benchmark is not			
	appropriate to the text.			
	Use of the CCS will be		3c. Administration will	
	evident in lesson plans,	3c. Principal	review lesson plans and	
	through observation	Assistant Principal	determine effectiveness	
	and student interviews.	Assistant i inicipal	based on observations.	
	L		Routine attendance at PLCs	
	3b. Teachers will be	3d. Principal		
	provided professional	Assistant Principal	3d. Administration will	
	learning opportunities	, solution in the second secon	review lesson plans and	
	such as online classes,		determine effectiveness	
	evening/Saturday		based on observations.	
	classes, lesson study		Routine attendance at PLCs	
	and/or coaching			
	support to develop			
	formal and informal			
	assessments to monitor			
	individual student			
	progress and mastery			
	of the cognitive			
	complexity levels of			
	taught standards/			

			benchmarks. Teachers will be accountable for implementing professional learning.				
			3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.)				
			3d. Through differentiated instruction and multi- tiered supports, TE will scaffold support for meeting high expectations.				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

5A. Ambitious	Baseline	All:	All:	AII:	All:	All:	AII:
but Achievable	data 2010-	Actual: 38%	Actual:	Actual:	Actual:	Actual: Target:	Actual:
Annual Measurable	2011	(129)	Target: 49% (188)	Target: 55%	Target: 60%	65%	Target: 70%
Objectives (AMOs).	All: 39% (89)	Target: 44%					
In six year school	White: 75% (3)						
will reduce their	Black: 40% (8)		White:	White:			White:
achievement gap by	1 .	White:	Actual:	Actual:		Actual: Target:	Actual:
50%.	(72)	Actual: 50%	Target: 79% (15)	Target: 82%	Target: 84%	86%	Target: 88%
	Am. Indian: 55% (6)						
	ELL: 35% (23)	Target: 77%	D	L	D		L
	SWD:		Black:	Black:			Black:
	Econ. Dis.: 38% (86)		Actual:	Actual:	•		Actual:
	(00)	Black:	Target: 50% (22)	Target: 55%	Target: 60%	65%	Target: 70%
		Actual: 33%					
		(13)					
		Target: 45%	Hispanic:	Hispanic:	Hispanic:	Hispanic:	Hispanic:
			Actual:	Actual:			Actual:
			Target: 48% (148)	Target: 53%	Target: 58%	Target: 64%	Target: 69%
		Hispanic:			0		
			Am. Indian:	Am. Indian:	Am. Indian:	Am. Indian:	Am. Indian:
		(109)	Actual:	Actual:	Actual:	Actual:	Actual:
		Target: 42%	Target: 63% (6)	Target: 67%	Target: 70%	Target: 74%	Target: 78%
		Am. Indian:	<u>ELL</u>	<u>ELL</u>			<u>ELL</u>
		Actual: 27%	Actual:	Actual:	Actual:	Actual:	Actual:
		(3)	Target: 46%	Target: 52%	Target: 57%	Target: 63%	Target: 68%
		Target: 59%					
			<u>SWD</u>	<u>SWD</u>		<u>SWD</u>	<u>SWD</u>
		_	Actual:	Actual:			Actual:
		Actual: 34%	Target:	Target:	Target:	Target:	Target:
		(56)	Faan Dia	Face Dia	Face Dia	Face Dia	Facer Dia
		Target: 41%	Econ. Dis.	Econ. Dis.			Econ. Dis.
		CMD	Actual: Target: 48% (181)	Actual: Target: 54%	Actual: Target: 59%	Actual: Target: 64%	Actual: Target: 69%
		SWD		a get. 54% 	li aiget. 33%	i aiget. 04%	laiget. 09%
		Actual: 5% (3)					
		Target:					
			1			l	

		Econ. Dis. Actual: 38% (126) Target: 43%				
Mathematics Goal #5A: The percent of students not-proficient in mathematics will be reduced by 50% from the 2010-2011 SY to the 2016-2017 SY.						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
	Rigor	*See Strategies		1a-c. Ongoing Progress Monitoring	Quarterly Assessment Data	
subgroups by	Instructional:		Assistant Principal		ļ- '	
ethnicity (White,	Lessons do	1 '	Academic Coaches		Disaggregated by item	
Black, Hispanic,	not routinely	previously			complexity rating	
Asian, American	incorporate	mentioned				
Indian) not making	tasks,	1			Formative Assessment Results	
satisfactory	opportunities for student	1a. For all sub-groups,			Results	
progress in		provide leveled				
mathematics.	assessments	instruction as				
mathematics.		appropriate.				
		Monitor progress	;			
	level of rigor for	a minimum				
	each standard/	of once every				
	benchmark.	2 weeks				
		using mini-				
		assessments.				
		Disaggregate data by subgroup				
		to determine	1			
		additional				
		supports that				
		may be needed				
		to close the gap				
		for a specific				
		group.				
		1b. Utilizing				
		scale, ensure				
		understanding of				
		knowledge and				
		actions				
		necessary to				
		demonstrate				
		mastery of the standard/				
		benchmark. All				
		students identify				
		an achievement				
		level on the				
		scale and				
		specific actions				
		for achieving the				
		level. During				
		daily guided				
		practice,				

	1		
students will			
chart their			
progress toward			
the goal.			
Students'			
graphing their			
progress			
provides a check			
for			
understanding to			
inform			
instruction.			
1c. TE will			
conference			
individually			
with students			
to determine			
needs relative			
to risk factor,			
e.g., limited			
background			
knowledge,			
vocabulary,			
language			
acquisition)			
and develop an			
individualized			
plan specific to			
student's needs.			

Mathematics Goal #5B: The percent of students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics in each ethnic subgroup will have a percent increase of 10% not currently proficient. (See individual subgroups for specific current and expected	Level of Performance:*	2013 Expected Level of Performance:*			
	• Afr. Am 33% (13) • Hisp./ Latino-39% (109) • Nat. Am 27% (3) • White - 50% (4)	● Hisp./			

		ED 3	FD 3	ED 3	ED 2
5B.					5B.2.
				2a-c Ongoing Progress	Quarterly
				Monitoring	Assessment Data –
		previously mentioned	Academic Coaches		Disaggregated by
	fferentiated_	2- 1411			item
		2a. Monitor progress a			complexity rating
		minimum of once every			<u> </u>
		2 weeks by monitoring			Formative
		student participation in			Assessment Results
		collaborative activities			
		and maintaining			
		empirical as well as			
		assessment data.			
		Disaggregate data by			
		subgroup to determine			
		additional supports that			
		may be needed to close			
		the gap for a specific			
	nd enrichment	group.			
	e not driven				
1	data and	2b. Maintain high			
	not address	expectations for all			
	dividual	students to participate			
stu		in collaborative			
		activities and to			
		appropriately fulfill			
		specified role within			
		groups.			
		· .			
		2 - TE - 101-1-1-1-			
		2c. TE will maintain			
		data by sub-group in			
		order to identify issues			
		specific to the risk-			
		factors associated with			
		the sub-group. As			
		data uncovers specific			
		barriers to closing the			
		achievement gap, TE			
		will identify appropriate			
		differentiated			
		instructional strategies			
		to remove the barrier.			

			5B.3.	5B.3.		5B.3.	
		Use of		3a – c. Principal		Quarterly	
		Informational 	·	Assistant Principal	Monitoring	Assessment Data –	
			l' '	Academic Coaches		Disaggregated by	
		Content to Teach				item	
			3a. Maintain high			complexity rating	
			expectations for all				
			students to participate			Formative	
			in collaborative			Assessment Results	
			activities and to				
			appropriately fulfill				
		often does not	specified role within				
			groups.				
		strategies for					
		accessing time	3b. TE will maintain				
			data by sub-group in				
		comprehension.	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	4			
			differentiated				
			instructional strategies				
			to remove the barrier.				
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool		
analysis of student	Barrier		Responsible for	Strategy			
achievement data, and			Monitoring				
reference to "Guiding							
Questions", identify							
and define areas in							
need of improvement							
for the following							
subgroup:							

		1	L	I	1	1
5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Language Learners	Rigor	*See Strategies	1a-c. Principal	1 a-c. Ongoing Progress Monitoring	Quarterly Assessment Data	
(ELL) not making	Instructional:	from Leveled	Assistant Principal		F	
satisfactory	Lessons do	Groups	Academic Coaches		Disaggregated by item	
-	not routinely	previously			complexity rating	
progress in	incorporate	mentioned			Formative Assessment	
mathematics.	tasks,	1a. For all			Results	
	opportunities for student	sub-groups,			ivesuits	
	discourse and	provide leveled				
	assessments	instruction as				
	that follow an	appropriate.				
	appropriate	Monitor progress				
	level of rigor for					
	each standard/	of once every				
	benchmark.	2 weeks				
		using mini-				
		assessments.				
		Disaggregate				
		data by subgroup				
		to determine				
		additional				
		supports that				
		may be needed				
		to close the gap				
		for a specific				
		group.				
		ale turili i e				
		1b. Utilizing				
		scale, ensure				
		understanding of knowledge and				
		actions				
		necessary to				
		demonstrate				
		mastery of the				
		standard/				
		benchmark. All				
		students identify				
		an achievement				
		level on the				
		scale and				
		specific actions				
		for achieving the				
		level. During				
		daily guided				
		practice,				

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		students will					
		chart their					
		progress toward					
		the goal.					
		Students'					
		graphing their					
		graphing their					
		progress					
		provides a check					
		for					
		understanding to					
		inform					
		instruction.					
		1c. TE will					
		conference					
		individually					
		with students					
		to determine					
		needs relative					
		to language					
		acquisition					
		and develop					
		a language/					
		vocabulary					
		journal specific					
		Journal specific					
		to student's					
		needs.					
Mathematics Goal	2012 Current	2013 Expected					
_{#5} C.	Level of	Level of					
#3C.	Performance:*	Performance:*					
1							
The percent of English							
language learners							
(ELL) achieving level							
3 or higher on the							
2013 FCAT 2.0 in							
mathematics will							
increase from 34% (56)							
to 41% (67).							
[]							
1							
1							
I							
		•	*	•	*	•	

		1	1	T	1	<u> </u>	
	2.50(/= 5)	110((0=)					
	34% (56)	41% (67)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		<u>Interactive</u>			Ongoing Progress	Quarterly	
		Learning				Assessment Data –	
			previously mentioned	Academic Coaches	_	Disaggregated by	
		Differentiated				item	
			2a. Monitor progress a			complexity rating	
		Instructional:	minimum of once every				
			2 weeks by monitoring			Formative	
		planning,	student participation in			Assessment Results	
			collaborative activities				
			and maintaining				
			empirical as well as				
		become uniform					
			Disaggregate data by				
			subgroup to determine				
			additional supports that				
			may be needed to close				
			the gap for a specific				
			group.				
		are not driven					
		by data and	2b. Maintain high				
			expectations for all				
		individual	students to participate				
		student needs.	in collaborative				
			activities and to				
			appropriately fulfill				
			specified role within				
			groups.				
			2c. TE will utilize				
			multiple ELL strategies				
			to meet the needs				
			of second language				
			learners, scaffolding				
			support for meeting				
			high expectations.				

		Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	*See Strategies from Leveled Groups previously mentioned	5C.3. Principal Assistant Principal Academic Coaches	Ongoing Progress Monitoring	5C.3. Quarterly Assessment Data – Disaggregated by item complexity rating Formative Assessment Results	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

		I	1	I	I	1
5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
with Disabilities	Rigor	*See Strategies	Principal	Ongoing Progress Monitoring	Quarterly Assessment Data	
(SWD) not making	Instructional:	from Leveled	Assistant Principal		<u> </u>	
	Lessons do	Groups	Academic Coaches		Disaggregated by item	
satisfactory	not routinely	previously			complexity rating	
progress in	incorporate	mentioned				
mathematics.	tasks,				Formative Assessment	
	opportunities	1a. For all			Results	
	for student	sub-groups,				
	discourse and	provide leveled				
	assessments	instruction as				
	that follow an	appropriate.				
	appropriate	Monitor progress	S			
	level of rigor for	r a minimum				
	each standard/	of once every				
	benchmark.	2 weeks				
		using mini-				
		assessments.				
		Disaggregate				
		data by subgroup)			
		to determine				
		additional				
		supports that				
		may be needed				
		to close the gap				
		for a specific				
		group.				
		1b. Utilizing				
		scale, ensure				
		understanding of	f			
		knowledge and				
		actions				
		necessary to				
		demonstrate				
		mastery of the				
		standard/				
		benchmark. All				
		students identify				
		an achievement				
		level on the				
		scale and				
		specific actions				
		for achieving the				
		level. During				
		daily guided				
		practice,				

students will			
chart their			
progress toward			
the goal.			
Students'			
graphing their			
progress			
provides a check			
for			
understanding to			
inform			
instruction.			
1c. TE will			
accommodate/			
adapt classroom			
work to be			
consistent with			
IEP strategies,			
working in			
small group			
or individually			
with students			
to support			
improved			
reading skills			
(differentiated			
materials/			
instruction).			
Provide lesson			
plans in an			
agreed upon			
central database			
to increase			
ESE teacher			
remediation/			
differentiation/			
accommodation			
opportunities			
in daily			
instructional			
practices.			

#5D·	<u>Level of</u>	2013 Expected Level of Performance:*			
The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 5% (3) to 15% (10).					
	5% (3)	15% (10)			

	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	Interactive			Ongoing Progress	Quarterly
		•		Monitoring	Assessment Data –
	Strategies and	previously mentioned	Academic Coaches		Disaggregated by
	<u>Differentiated</u>				item
		2a. Monitor progress a			complexity rating
	Instructional:	minimum of once every			
	Data-driven	2 weeks by monitoring			Formative
	planning,	student participation in			Assessment Results
	instruction and	collaborative activities			
		and maintaining			
	have not	empirical as well as			
		assessment data.			
		Disaggregate data by			
		subgroup to determine			
		additional supports that			
		may be needed to close			
		the gap for a specific			
		group.			
	are not driven				
	by data and	2b. Maintain high			
		expectations for all			
	the alterial condi	students to participate			
	student needs	· · ·			
		in collaborative			
		activities and to			
		appropriately fulfill			
		specified role within			
		groups.			
		2c. TE will			
		accommodate/adapt			
		classroom work to be			
		consistent with IEP			
		strategies, working			
		in small group or			
		individually with			
		students to support			
		improved reading			
		skills (differentiated			
		materials/instruction).			
		Provide lesson plans			
		in a central database			
		(Angel) to increase ESE			
		teacher remediation/			
		differentiation/			
		accommodation			
		accommoudion			

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				1	1	, , , , , , , , , , , , , , , , , , , 	
			opportunities in daily				
			instructional practices.				
						5D.3.	
		Use of	*See Strategies from	Principal	Ongoing Progress	Quarterly	
		<u>Informational</u>	Leveled Groups	Assistant Principal	Monitoring	Assessment Data –	
		Text across all	previously mentioned	Academic Coaches		Disaggregated by	
		Content to Teach				item	
		Reading and	3a. Maintain high			complexity rating	
		Writing Skills	expectations for all			' '	
			students to participate				
			in collaborative				
		Content	activities and to			Formative	
			appropriately fulfill			Assessment Results	
		often does not	specified role within				
			groups.				
		strategies for					
			3b. TE will				
			accommodate/adapt				
			classroom work to be				
		oompremension.	consistent with IEP				
			strategies, working				
			in small group or				
			individually with				
			students to support				
			improved reading				
			skills (differentiated				
			materials/instruction).				
			Provide lesson plans				
			in a central database				
			(Angel) to increase ESE				
			teacher remediation/				
			differentiation/				
			accommodation				
			opportunities in daily				
			instructional practices.				
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool	 	
analysis of student	Barrier	Strategy	Responsible for	Strategy	Evaluation 1001		
achievement data, and	Darrier		Monitoring	Strategy			
reference to "Guiding			Widilitaling				
Questions", identify							
and define areas in							
need of improvement							
for the following							
subgroup:							

[· · · ·	lee 4	F. 4	lee 4	lee 4	lee 4	1
	5E.1.	5E.1.		5E.1.	5E.1.	
Disadvantaged	Rigor Instructional:	*See Strategies from Leveled	Principal Assistant Principal	Ongoing Progress Monitoring	Quarterly Assessment Data	
students not	Lessons do	Groups	Academic Coaches		Disaggregated by item	
making satisfactory	not routinely	previously	Academic Coaches		complexity rating	
	incorporate	mentioned			complexity ruting	
ļ. U	tasks,				Formative Assessment	
	opportunities	1a. For all			Results	
	for student	sub-groups,				
	discourse and	provide leveled				
	assessments	instruction as				
	that follow an	appropriate.				
	appropriate	Monitor progress	;			
	level of rigor for	a minimum				
	each standard/	of once every				
	benchmark.	2 weeks				
		using mini-				
		assessments.				
		Disaggregate				
		data by subgroup to determine	1			
		additional				
		supports that				
		may be needed				
		to close the gap				
		for a specific				
		group.				
		Ĭ .				
		1b. Utilizing				
		scale, ensure				
		understanding of				
		knowledge and				
		actions				
		necessary to				
		demonstrate				
		mastery of the standard/				
		benchmark. All				
		students identify				
		an achievement				
	1	level on the				
		scale and				
	1	specific actions				
	1	for achieving the				
		level. During				
		daily guided				
	l	practice,				l

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	tudents will
cr	hart their
pr	rogress toward
th	he goal.
St	tudents'
gr	raphing their
pr	rogress
pr	rovides a check
fo	
ur	nderstanding to
	nform
in	nstruction.
	c. TE will
	onference
in	ndividually
	vith students
	o determine
	eeds relative
	o risk factor,
e.	g., limited
ba	ackground
kr	nowledge,
	ocabulary,
la	anguage
ac	cquisition)
ar	nd develop an
	ndividualized
pl	lan specific to
st	tudent's needs.

#5F·		2013 Expected Level of Performance:*			
The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT 2.0 in mathematics will increase from 38% (126) to 44% (166).					
	38% (126)	44% (166)			

5E.2.	5E.2	5E.2.	5E.2.	5E.2.
Interactive	*See Strategies from			Quarterly
Learning				Assessment Data –
Strategies and		Academic Coaches	Iviolitoring	Disaggregated by
Differentiated	previously mentioned	Academic Coaches		item
	2a. Monitor progress a			complexity rating
	minimum of once every			complexity rating
	2 weeks by monitoring			Formative
	student participation in			Assessment Results
instruction and	collaborative activities			Issuessiment nesalts
	and maintaining			
	empirical as well as			
	assessment data.			
	Disaggregate data by			
all classrooms.	subgroup to determine			
	additional supports that			
instruction,	may be needed to close			
interventions	the gap for a specific			
	group.			
are not driven				
by data and	2b. Maintain high			
do not address	expectations for all			
individual	students to participate			
student needs.	in collaborative			
	activities and to			
	appropriately fulfill			
	specified role within			
	groups.			
	D. 2 2 P3.			
	2c. TE will maintain			
	data by sub-group in			
	order to identify issues			
	specific to the risk-			
	factors associated with			
	the sub-group. As			
	data uncovers specific			
	barriers to closing the			
	achievement gap, TE			
	will identify appropriate differentiated			
	instructional strategies to remove the barrier.			
	to remove the parrier.	Į		l l

5E.3	5E.3	5E.3	5E.3	5E.3
Use of	*See Strategies from	Principal	Ongoing Progress	Quarterly
Informatio	nal Leveled Groups	Assistant Principal	Monitoring	Assessment Data –
Text across	all previously mentioned	Academic Coaches		Disaggregated by
Content to	<u>Teach</u>			item
Reading ar	1 3a. Maintain high			complexity rating
Writing Sk	<u>ls</u> expectations for all			
and Strate	ies students to participate			Formative
Instruction	I: in collaborative			Assessment Results
Content	activities and to			
instruction	appropriately fulfill			
often does	not specified role within			
include spe	cific groups.			
strategies t				
accessing t				
text to buil				
compreher				
	specific to the risk-			
	factors associated with			
	the sub-group. As			
	data uncovers specific			
	barriers to closing the			
	achievement gap, TE			
	will identify appropriat	e		
	differentiated			
	instructional strategies			
	to remove the barrier.			

End of Elementary School Mathematics Goals

Mathematics Professional Development

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			

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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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model Drawing	K-6	Mathematics Coach	School-wide	January 1, 2013	Classroom Walkthroughs	PrincipalAssistant PrincipalAcademic Coach
Math Pioneer Trainings	K-5	District Elementary Math Department	K-5 teachers	Ongoing	Planning sessions	PrincipalAssistant PrincipalAcademic Coach
Inquiry approach to instruction (Launch, Explore, Summary)	K-6	Mathematics Coach	K-6 teachers	K Ingaing	Classroom Walkthroughs Planning sessions	PrincipalAssistant PrincipalAcademic Coach
District Mathematics Coach Meetings	K-6	District Elementary Math Department	Mathematics Coach	Ongoing	Planning sessions	Academic Coach
Scales and Rubric use – CTEM alignment	All grades	SBLT	School-wide	Initial training by 09-17-12 On-going support for targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Academic coachesSBLT
Differentiated Instruction	All grades	• Coaches • INSS	School-wide	targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	Mathematics coachSBLT
Data Chats	All grades	SBLT	School-wide	targeted teachers as	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Mathematics coachSBLT
OPM – data collection and analysis	All grades	SBLT	School-wide	rargeted teachers as	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	Academic coachesSBLT

Common Core	K-1 – all content areas	SBLTDistrict coordinatorsDOE-DA team	K-1	targeted teachers as needed.	PLC observations/minutes; CTEM observations; Lesson Plans	•	Mathematics coach SBLT
Data Team – planning and CFA development	All grades	SBLT	School-wide	targeted teachers as	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	• •	Academic coaches SBLT
Action Research	All grades	SBLT	NCDOOI-WIDE	Initial training by 10-18-12 On-going support for targeted teachers as needed.	PLC observations/minutes	•	SBLT

Mathematics Budget (Insert rows as needed)

•		
Description of Resources	Funding Source	Amount
	School Improvement Grant	
Resource Teacher provides re-teaching or Tier II interventions to migrant students as indicated by math assessments.	Title I Migrant	50,713.89
Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
	Resource Teacher provides re-teaching or Tier II interventions to migrant students as indicated by math assessments. Description of Resources	Resource Teacher provides re-teaching or Tier II interventions to migrant students as indicated by math assessments. Description of Resources Funding Source

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Non-Negotiable Barriers: Across All Content To Teach Readi	ng and			= Rigor = Interactive Lea Writing Skills and Strategies	= Use of Informationa		
Elementary and Middle Science Goals	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

areas in need of improvement for the following group:

		f	L	I		1	
1a. FCAT 2.0: Students	1a.1.		Principal,	Administration will review lesson plans and determine	Quarterly		
scoring at Achievement	<u>Rigor</u>		Assistant Principal,	effectiveness based on observations. Monitoring of	Assessment Data –		
	Instructional:		Academic Coaches,	coaching logs, observations. Routine attendance at	Disaggregated by		
Level 3 in science.	Lessons do	building coaches	District Resource Team, DA	PLCs, spot monitors data chat records and interview	item complexity		
	not routinely	and district staff		students.	rating		
	incorporate	to utilize					
	tasks,	standards/					
	opportunities	benchmarks and					
	for student	Test Item					
	discourse and	Specifications to					
	assessments	determine the					
	that follow an	level of rigor					
	appropriate	required for					
	level of rigor for	mastery of the					
	each standard/	standard/					
	benchmark.	benchmark.					
	benciinark.	Teachers will					
		identify the					
		learning goal (LG))				
		and scale to					
		incorporate					
		rigorous					
		expectations					
		that include					
		tasks,					
		opportunities for					
		student					
		discourse, and					
		1					
		assessments that					
		follow an					
		appropriate level					
		of rigor for each					
		standard/					
		benchmark.					
		1b. Teachers					
		will use LGs with					
		accompanying					
		scales (0-4) to					
		identify levels					
		of performance					
		relative to			1		
		1			1		
		the LG and its			1		
		embedded					
		standards/					
		benchmarks					
		so students					

 	i		
understand what			
is required to			
demonstrate			
successful			
mastery of			
the LG and its			
embedded			
standards/			
benchmarks.			
1c. During			
classroom			
observations			
administrators			
will determine			
that LG is specific			
to the standard/			
benchmark, is			
posted and in			
posted and in			
student-friendly			
language and			
that the scale			
(0-4) is aligned			
to the LG and			
represents			
graduated			
levels for			
demonstrating			
mastery of			
the standard/			
benchmark.			
Administrators			
will interview			
1-3 students			
to determine			
to desertinge			
understanding			
of the LG and			
scale. (See CTEM			
alignment.)			
1d. Utilize 5E			
model of science			
instruction with			
fidelity,			
emphasizing			
hands-on			
opportunities,			
opportunities,	Į.		

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.		

Science Goal #1a: The percent of students scoring level 3 on the 2012 FCAT in science will change as follows: 10% (2) of current students at level 3 (16 students) will move to level 4; 10% (7) of students currently at either level 1 or 2 (70 students) will move to level 3 resulting in 25% (23) of students scoring level 3		2013 Expected Level of Performance:*			
	16/6(13)	23/0(23)			

1a.2.	1a.2.	Principal,	Administration and	Quarterly Assessment
		1	academic coaches	· · · · · · · · · · · · · · · · · · ·
	9	Assistant Principal,		Data –
		Academic Coaches,		Disaggregated by
	each month for the specific	District Resource Team, DA team		item complexity rating
	purpose of examining,		PLC minutes., review	
	interpreting, and analyzing	ļ	lesson plans and	
	data to inform planning		compare against	
	and instructional decisions.		lesson plan rubric,.	
planning,	Meeting minutes will reflect		provide feedback to	
instruction and	critical analyses.		the team	
communication				
have not	2b. Lesson plans and		School-level data	
become uniform	instruction will reflect		chats will occur using	
practice across	differentiated instruction		teacher OPM data.	
all classrooms.	based on careful data		Teams provided with	
Consequently,	analysis.		Florida Continuous	
instruction,	-		Improvement Model	
interventions	2c. School-level data chats:		reflective questions	
and enrichment	administrator to teacher/		to use at PLCs.	
are not driven	team once a month; grade			
	level PLCs with a member			
do not address	of school-based leadership			
	team once a week; teacher			
	to student (a minimum of 1x			
	quarterly); student to parent			
	(Student-Led Conferences)			
	are held routinely.			
	a. ce.a routiliery.			
	2d. During PLCs, TE will			
	triangulate data to determine			
	appropriate opportunities for			
	extension and acceleration.			
		Į.		ļ

	1a.3.	1a.3.	Principal,	Administration and	Quarterly Assessment	
	Use of			academic coaches	Data –	
		3a. Content area teachers will				
	Informational	routinely utilize Collaborative	l ·	will routinely attend	Disaggregated by	
	Text across all		District Resource Team, DA team	PLCs and/or review	item complexity rating	
	1	(CCS) or Reciprocal Teaching		PLC minutes., review		
	Reading and	(RT) and (as appropriate) the		lesson plans and		
	Writing Skills	Reading Coherence Model		compare against		
	and Strategies	(RCM) across all content,		lesson plan rubric,		
	Instructional:	seeking to incorporate		provide feedback to		
	Content	multiple texts, both fiction		the team.		
	instruction	and non-fiction, to develop				
	often does not	analytic and evaluative		School-level data		
	include specific	thinking and comprehension		chats will occur using		
	strategies for	strategies. *Note: in using		teacher OPM data.		
	accessing the	the RCM, consider that		Teams provided with		
	text to build	text drives the selection of		Florida Continuous		
	comprehension.	strategies for accessing the		Improvement Model		
		text. There will be times		reflective questions		
		when the recommended		to use at PLCs.		
		strategy/benchmark is not				
		appropriate to the text. Use				
		of the CCS will be evident				
		in lesson plans, through				
		observation and student				
		interviews.				
		3b. Teachers will be provided				
		professional learning				
		opportunities such as				
		online classes, evening/				
		Saturday classes, lesson				
		study and/or coaching				
		support to develop formal				
		and informal assessments to				
		monitor individual student				
		progress and mastery of				
		the cognitive complexity				
		levels of taught standards/				
		benchmarks. Teachers				
		will be accountable for				
		implementing professional				
		learning.				
		[
		3c. Teachers use of reading				
		strategies across all content				
		will be monitored during				
		CTEM classroom observations				
L		CTEIVI CIASSI OOTII ODSEIVALIOIIS	1	I		

			and study of lesson plans. (See CTEM alignment.) 3d. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.			
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2a. FCAT 2.0: Students	2a.1.	2a.1.	Principal,	Administration will review lesson plans and determine	Quarterly	İ	
	<u>Rigor</u>		Assistant Principal,	effectiveness based on observations. Monitoring of	Assessment Data –		
Achievement Levels 4 and			Academic Coaches,	coaching logs, observations. Routine attendance at	Disaggregated by		
			District Resource Team, DA	PLCs, spot monitors data chat records and interview	item complexity		
5 in science.		and district staff	team	students.	rating		
		to utilize					
	tasks, opportunities	standards/ benchmarks and					
	for student	Test Item					
		Specifications to					
	assessments	determine the					
	that follow an	level of rigor					
	appropriate	required for					
		mastery of the					
		standard/					
	benchmark.	benchmark. Teachers will					
		identify the					
		learning goal (LG)					
		and scale to					
		incorporate					
		rigorous					
		expectations					
		that include					
		tasks, opportunities for					
		student					
		discourse, and					
		assessments that					
		follow an					
		appropriate level					
		of rigor for each					
		standard/					
		benchmark.					
		1b. Teachers					
		will use learning					
		goals with					
		accompanying					
		scales (0-4) to					
		identify levels					
		of performance					
		relative to the learning goal and					
		its embedded					
		standards/					
		benchmarks					

so students		
understand what		
is required to		
demonstrate		
successful		
mastery of the		
learning goal and		
its embedded		
standards/		
benchmarks.		
1c. During		
classroom		
observations		
administrators		
will determine		
that learning goal		
(LG) is specific		
to the standard/ benchmark, is		
posted and in		
student-friendly		
language and		
that the scale		
(0-4) is aligned		
to the LG and		
represents		
graduated		
levels for		
demonstrating		
mastery of		
the standard/		
benchmark.		
Administrators		
will interview		
1-3 students		
to determine		
understanding		
of the LG and		
scale. (See CTEM		
alignment.)		
1d. Students will		
be expected to		
set a goal for		
achieving a 4 on		
the scale and will		
une 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.			
Science Goal #2a:	2012 Current	2013 Expected			
Science Godi #2d.	Level of	Level of			
	Performance:*	Performance:*			
The percent of students					
scoring above proficiency					
(levels 4 and 5) on the					
2012 FCAT in science will					
increase from 7% (6) to 8%					
(7).					
	7%(6)	8%(7)		 	

2a.2.	2a.2.	Principal,	Administration and	Quarterly Assessment
<u>Interactive</u>	2a. Professional Learning	Assistant Principal,	academic coaches	Data –
Learning	Communities will meet	Academic Coaches,	will routinely attend	Disaggregated by
Strategies and	2 times each month for	District Resource Team, DA team	PLCs and/or review	item complexity rating
<u>Differentiated</u>	the specific purpose of		PLC minutes., review	
Instruction	examining, interpreting, and	.	lesson plans and	
Instructional:	analyzing data to inform		compare against	
Data-driven	planning and instructional		lesson plan rubric,.	
planning,	decisions. Meeting minutes		provide feedback to	
instruction and	will reflect critical analyses.		the team	
communication				
	2b. Lesson plans and		School-level data	
become uniform	instruction will reflect		chats will occur using	
practice across	differentiated instruction		teacher OPM data.	
all classrooms.	based on careful data		Teams provided with	
	analysis.		Florida Continuous	
instruction,			Improvement Model	
	2c. School-level data		reflective questions	
	chats: administrator		to use at PLCs.	
	to teacher or team (2x			
	each month); teacher to			
	student (a minimum of 1x			
individual	quarterly); student to parent			
student needs.	(elementary and AVID)			
	(Student-Led Conferences)			
	are held routinely.			
	L			
	2d. During PLCs, TE will			
	triangulate data to determine			
	appropriate opportunities for			
	extension and acceleration			
	to enrich/extend the level of			
	student comprehension.			

	a.3. 2a.3.		Principal,	Administration and	Quarterly Assessment	
I I		ent area teachers will			Data –	
		utilize Collaborative		will routinely attend	Disaggregated by	
			· ·	PLCs and/or review	item complexity rating	
Co	ontent to Teach (CCS) or F	Reciprocal Teaching		PLC minutes., review	. , ,	
I I		(as appropriate) the		lesson plans and		
l w	/riting Skills Reading (Coherence Model		compare against		
I I		ross all content,		lesson plan rubric,		
Ins	structional: seeking to	o incorporate		provide feedback to		
	ontent multiple t	texts, both fiction		the team.		
ins	struction and non-	fiction, to develop				
of	ften does not analytic a	ind evaluative		School-level data		
ind	clude specific thinking a	and comprehension		chats will occur using		
str	rategies for strategies	s. *Note: in using		teacher OPM data.		
ac	ccessing the the RCM,	consider that		Teams provided with		
I I		s the selection of		Florida Continuous		
co	omprehension. strategies	s for accessing the		Improvement Model		
	text. The	re will be times		reflective questions		
		recommended		to use at PLCs.		
		benchmark is not				
		ate to the text. Use				
		S will be evident				
		plans, through				
		on and student				
	interview	'S.				
	2h Tooch	ners will be provided				
		nal learning				
	l.	ities such as				
		asses, evening/				
		classes, lesson				
	•	d/or coaching				
		o develop formal				
		mal assessments to				
		ndividual student				
		and mastery of				
	ı. G	tive complexity				
		taught standards/				
		rks. Teachers				
	will be ac	countable for				
	impleme	nting professional				
	learning.					
		ers use of reading				
		s across all content				
		onitored during				
	CTEM cla	ssroom observations				

and study of lesson plans. (See CTEM alignment.)	
3d. Teachers will utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.	

Science Professional Development

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vernier Lab instruction	2 nd – 6 th	Science Coach; Science SIP members; district Science team	2 nd – 6 th Grade teachers	Initial training September - December On-going support for targeted teachers as needed.	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	 Science Coach SBLT District Resource Team DA Team

DE techbook 2.0	school wide	members:	School wide classroom teachers	targeted teachers as	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	 Science Coach SBLT District Resource Team DA Team
National Geographic	Kinder- 5 th	Science Coach; Science SIP members; district Science team	Kinder- 5 th teachers	Un-going support for targeted teachers as	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	 Science Coach SBLT District Resource Team DA Team
Common Core ELLAs in Science		Science Coach; Science SIP members		On-going support for targeted teachers as	Coaching Model; Grade level PLC discussions; SIP PLC discussions; CTEM observations; Lesson Plans	 Science Coach SBLT District Resource Team DA Team
						•

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Coach	TSA-Science is funded to provide Science training, coaching cycle, and support to classroom teachers.	Title I Basic	87,420.52
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Non-Negotiable Barriers: Across All Content To Teach Reading and					= Rigor = Interactive Learning Strategies and Differentiated Instruction Writing Skills and Strategies					
		Problem-								
		Solving								
	Writing	Process to								
	Goals	Increase								
	Goals	Student								
		Achievement								
	Based on the analysis of	Anticipated	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool				
	student achievement data,			for Monitoring	Strategy					
	and reference to "Guiding									
	Questions", identify and									
	define areas in need of									
	improvement for the									
	following group:									

1a.1.
Achievement Level 3.0 and higher in writing. Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate evel of rigor for each standard/ benchmark. Denchmark. Teachers will identify the Instructional: Supported by building coaches and district staff to utilize standards/ benchmark. Supported by building coaches and district staff to utilize standards/ building coaches and district staff to utilize standards/ benchmark. Supported by building coaches and district staff to utilize standards/ benchmark. Supported by building coaches and district staff to utilize standards/ benchmark. Supported by building coaches and district staff to utilize standards/ benchmark. Specifications to determine the level appropriate evel of rigor for each standard/ benchmark. Teachers will identify the
Achievement Level 3.0 and higher in writing. Instructional: Lessons do building coaches and district staff to utilize standards/ benchmarks and that follow an appropriate level of rigor for each standard/ benchmark. Instructional: Lessons do building coaches and district staff to utilize standards/ benchmarks and that follow an appropriate level of rigor for each standard/ benchmark. Teachers will identify the
3.0 and higher in not routinely not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark. benchmark. Teachers will identify the
incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor required level of rigor for mastery of the each standard/ benchmark. Teachers will identify the
opportunities for student discourse and assessments Specifications to that follow an determine the level appropriate of rigor required level of rigor for each standard/ benchmark. Teachers will identify the
student discourse and assessments Specifications to that follow an determine the level appropriate of rigor required level of rigor for each standard/ benchmark. Teachers will identify the
and assessments that follow an determine the level appropriate level of rigor for each standard/ benchmark. Teachers will identify the
that follow an determine the level appropriate of rigor required level of rigor for for mastery of the each standard/ standard/ benchmark. Teachers will identify the
appropriate of rigor required level of rigor for for mastery of the each standard/ standard/ benchmark. Teachers will identify the
level of rigor for for mastery of the each standard/ standard/ standard/ benchmark. Teachers will identify the
each standard/ standard/ Assistant Principal benchmark. Teachers will identify the
each standard/ standard/ Assistant Principal benchmark. Teachers will identify the
Teachers will identify the
identify the
learning goal (LG)
and scale to
incorporate 1c. Principal
rigorous Assistant Principal
expectations that
include tasks,
opportunities for
student discourse,
and assessments
that follow an appropriate level of
rigor for each
standard/ 1d. Principal
benchmark. Assistant Principal
Academic Coaches
1b. Teachers
will use LGs with
accompanying
scales (0.4) to
identify levels — pe. Principal
ASSISTANCE PHINCIPAL
relative to the LG Academic Coaches
and its embedded
standards/
±1.11mcipui
Posistant i inicipali
understand what Reading Coach is required to
demonstrate
successful mastery
of the LG and

its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG
standards/ benchmarks. 1c. During classroom observations administrators will determine that LG
benchmarks. 1c. During classroom observations administrators will determine that LG
1c. During classroom observations administrators will determine that LG
classroom observations administrators will determine that LG
classroom observations administrators will determine that LG
observations administrators will determine that LG
administrators will determine that LG
determine that LG
determine that LG
to an artificate the
is specific to the
standard/
benchmark, is
posted and in
student-friendly
language and that
he seek (0.4) is
the scale (0-4) is
aligned to the LG
and represents
graduated levels
for demonstrating
mastery of the
standard/
benchmark.
Administrators will
interview 1-3
students to
determine
understanding of
the LG and scale.
(See CTEM
alignment.)
1d. To ensure
rigorous
expectations for
student writing, a
minimum of 50% of
student writing will
be content-based
written responses
to multiple texts
and demonstrate
thinking skills
appropriate to
levels 3 or 4 of
Webb's DOK.

	i .	•	i e	<u>i</u>	•	
		1e. In all content				
		areas when				
		assessing student				
		responses,				
		check for proper				
		capitalization of				
		Capitalization of				
		the first word				
		of the sentence,				
		appropriate				
		punctuation at				
		the end of the				
		sentence, and that				
		the response is a				
		complete sentence.				
		1f. To ensure				
		rigorous				
		expectations for				
		student writing,				
		Baseline, End of				
		Quarter 1, End				
		of Quarter 2,				
		and EOY writing				
		assessments will be				
		administered with				
		opportunity for and				
		focus on revision				
		based on teacher				
		feedback.				
Muitin - C 1 44 - 1		2013 Expected				
		Level of				
The percent of		Performance:*				
students achieving						
proficiency on 2013						
FCAT writing (3.0 or						
higher) will increase						
from 78% (67) to						
86% (85).						
1 ` ´						
1						
1						
1						

(67) of st achieved	d a level 3 or achieve a level 3 or on the 2012 higher on the 2013					
	1a.2. <u>Interactive</u>	2a. Professional Learning		-	1a.2. Quarterly Writing Prompt	
		Communities will meet 2 times each month for the specific purpose of examining,	·	academic coaches will routinely attend PLCs and/or review		
		interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect	2b. Principal Assistant Principal Academic Coaches	PLC minutes., review lesson plans and compare against lesson plan rubric,. provide feedback to the team		
	practice across all classrooms. Consequently, instruction, interventions and enrichment are	differentiated instruction based on careful data analysis.	Assistant Principal InSS Specialist Academic Coaches	School-level data chats will occur using teacher OPM data. Teams provided with Florida Continuous		
	and do not address	PLCs with a member of school-	2d Principal	Improvement Model reflective questions to use at PLCs.		
		2d. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension				

1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
Use of	3a. Content area teachers will	3a. Principal	Administration and	Quarterly Writing Prompt
	routinely utilize Collaborative	Assistant Principal	academic coaches	, , , , , , , , , , , , , , , , , , , ,
across all Conte		Academic Coaches	will routinely attend	
to Teach Readin			PLCs and/or review	
and Writing Ski			PLC minutes., review	
and Strategies	Reading Coherence Model		lesson plans and	
Instructional:	(RCM) across all content,		compare against	
	on seeking to incorporate		lesson plan rubric,	
often does not	multiple texts, both fiction		provide feedback to	
include specific	and non-fiction, to develop		the team.	
strategies for	analytic and evaluative		the team.	
accessing the	thinking and comprehension		School-level data	
text to build	strategies. *Note: in using		chats will occur using	
comprehension	the RCM, consider that		teacher OPM data.	
comprehension	text drives the selection of		Teams provided with	
	strategies for accessing the	3b. Principal	Florida Continuous	
	text. There will be times when	Assistant Principal	Improvement Model	
	the recommended strategy/	Academic Coaches	reflective questions to	
	•		use at PLCs.	
	benchmark is not appropriate to the text. Use of the CCS		use at FLCs.	
	 			
	will be evident in lesson plans,			
	through observation and			
	student interviews.			
	3b. Teachers will be provided	3c. Principal		
		Assistant Principal		
	professional learning	Academic Coaches		
	opportunities such as online	Academic Coaches		
	classes, evening/Saturday			
	classes, lesson study and/	3d. Principal		
	or coaching support to	Assistant Principal		
	develop formal and informal	Academic Coaches		
	assessments to monitor	Academic Codelles		
	individual student progress			
	and mastery of the cognitive			
	complexity levels of taught			
	standards/benchmarks.			
	Teachers will be accountable			
	for implementing professional			
	learning.			
	2. Tanahara wasa af na sali sa			
	3c. Teachers use of reading			
	strategies across all content	.]		
	will be monitored during CTEN	1		
	classroom observations and			
	study of lesson plans. (See			
	CTEM alignment.)			

	3d. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete		
	sentence.		

Writing Professional Development

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 alignment and scoring anchor papers	Grades 3-4	Reading coach and district reading coordinator	Grades 3-4	1	PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT
Response to reading rubric and writing strategies	Grades 2,5	Reading Coach	Grades 2,5	1	PLC observations/minutes; CTEM observations; Lesson Plans	Reading coachSBLT

Writing Journals	All grades	SBLT	School-wide	I In-going silnnort for	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	•	Reading coach SBLT
Writing across the content	All grades	SBLT Academic Coaches	School-wide	()n-going sunnort for	PLC observations/minutes; CTEM observations; Data Chats; OPM data sheets	•	Academic Coaches SBLT

Writing Budget (Insert rows as needed)

			1	
Include only school-based funded				
activities/materials and exclude district				
funded activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	

Subtotal:		
Total:		

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance	issues some students may have limited home resources and limited school readiness.	1a. Parent workshops on attendance and student achievement 1b.Impress the importance of attendance in school during School Advisory Council meetings and family nights 1c.Implement new student attendance policy with fidelity 1d.Attendance incentives through Positive Behavior Support	Assistant Principal Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team	Monitor attendance records for decreases in students with excessive absences (more than 10) Monitor and review tardy records for decreases in students with excessive tardies (more than 10) PBS SIP team will monitor data to identify patterns or trends.	 Student Pass absence/tardy reports SIP Focus plan and action steps 	

Attendance Goal #1:		2013 Expected			
	Attendance Rate:*	Attendance Rate:*			
Attendance Goal					
1: By June 2013,					
the Average Daily					
Attendance (ADA)					
will increase from					
96% to 98%.					
Attendance Goal 2:					
By June 2013, the					
percent of students					
accruing 10 or more					
days absent in a					
one year period will					
decrease to 16%					
(116 students).					
(======================================					
Attendance Goal 3:					
By June 2013, the					
percent of students					
accruing 10 or more					
tardies in a one year					
period will decrease					
to 4% (29 students).					
	96%	98%			
	2012 Current	2013 Expected	 		
		Number of Students with Excessive			
		Absences Absences			
		(10 or more)			
	20% (157)	16% (116)			

Number of	2013 Expected Number of Students with Excessive Tardies (10 or more)					
6% (44)	4% (29)					
	times can result in students needing to be caretakers or assisting with household responsibilities	2a. Parent workshops on attendance and student achievement. 2b.Impress the importance of attendance in school during School Advisory Council meetings and family nights. 2c.Implement new student attendance policy with fidelity. 2d.Attendance incentives through Positive Behavior Support.	 School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team 	Monitor attendance records for decreases in students with excessive absences (more than 10) Monitor and review tardy records for decreases in students with excessive tardies (more than 10) PBS SIP team will monitor data to identify patterns or trends.	 Student Pass absence/tardy reports SIP Focus plan and action steps 	
	find classes relevant or sufficiently	3a. Teachers will use interactive learning strategies combined with inquiry-based, project-focused instruction (STEM) to create interest and engagement in course work. 3b. Site-based PLCs will engage the Lesson Study Process to develop successful inquiry-based, projects. 3c. Instructional coaches will support content area teachers through engaging the coaching cycle as appropriate.	 Guidance Counselor Coaches Parent Resource teacher PBS SIP team 	Monitor attendance records for decreases in students with excessive absences (more than 10) Monitor and review tardy records for decreases in students with excessive tardies (more than 10) PBS SIP team will monitor data to identify patterns or trends.	reports SIP Focus plan and action steps Lesson Study deliverables Lesson Plan review	

Attendance Professional Development (PD)

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom management	KG-6	Guidance, admin	Grade level PLCs; individual teachers	On-going as needed	Mentor teachers and coaches will follow up with teachers who request or need additional support	School admin
Love and Logic training	KG-6	Parent resource	Parents/guardians	On-going as needed	School admin will follow up on parent resource's schedule and trainings	School admin
PBS training	KG-6	PBS SIP members	Grade level PLCs; school-wide	On-going as needed	Review of PBS team minutes	Asst. Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Additional Guidance Counselor	Focus on attendance and family issues reduces amount of instructional time lost due to absences and misbehavior.	Title I Basic	55,357.41

April 2012 Rule 6A-1.099811 Revised April 29, 2011

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			
= 1 5 1	<u> </u>		

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Suspension	instructional programming.	implement and	 School admin Guidance Counselor Parent Resource teacher Safe school aide PBS SIP team 	 Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends. 			
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Suspension Goal #1:	2012 Total Number	2013 Expected			
Suspension doar#1.	of In –School	Number of			
Suspension Goal		In- School			
1: By June 2013,		<u>Suspensions</u>			
number of in-school					
suspension, total in-					
school suspension					
days assigned, and					
percent of students					
receiving in-school					
suspension days					
will be decreased by					
15%.					
Suspension Goal					
2: By June 2013,					
number of out-of-					
school suspension,					
total out-of-school					
suspension days					
assigned, and					
percent of students					
receiving out-of-					
school suspension					
days will be					
decreased by 15%.					
	92	78	 	 	
		2013 Expected			
		Number of Students Suspended			
	In-School	In -School			
	53	45			

2012 Number of Out-of-School Suspensions 8 2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Out-of-School Suspensions 6 2013 Expected Number of Students Suspended Out- of-School			
7	programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero	meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into the school	Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends.	

	and high student mobility rate hinders the school's ability to reinforce consistent and high expectations for student behavior.	Additional staff development and coaching support will help teachers with classroom	 Guidance Counselor Parent Resource teacher Mentor teachers PBS SIP team 	 Monitor discipline records for decreases in students with multiple referrals Monitor and review discipline records to determine which interventions are successful PBS SIP team will monitor data to identify patterns or trends. 		
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Suspension Professional Development

	•		•				
	Professional						
	Development						
	(PD) aligned with						
1	Strategies through						
	Professional						
	Learning						
	Community (PLC)						
	or PD Activity						
	Please note that each						
	Strategy does not require a						
F	orofessional 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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Classroom management	KG-6	•	Grade level PLCs; individual teachers	On-going as needed	Mentor teachers and coaches will follow up with teachers who request or need additional support	School admin
Love and Logic training		Parent resource	Parents/guardians	On-going as needed	School admin will follow up on parent resource's schedule and trainings	School admin
PBS training	KG-6	PBS SIP members	Grade level PLCs; school-wide	On-going as needed	Review of PBS team minutes	Asst. Principal

Suspension Budget (Insert rows as needed)

needed)		1	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
	Description of Resources Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source Funding Source Funding Source	Description of Resources Funding Source Amount Description of Resources Funding Source Amount Description of Resources Funding Source Amount Description of Resources Funding Source Amount

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1.1a.Provide all	4 4	h 4	h 1	
1. Parent Involvement				 1.1. Sign-in sheets at evening events, 	1.1.	
Darent Involvement Coal		printed material in English,	Resource Teacher for Parent		Student data results	
Parent Involvement Goal	English speaking			office will be used to determine	Student data results	
<u>#1:</u>		Creole.				
#1: *Please refer to the	parents.	Creoie.		number of parents using these		
percentage of parents	They feel uncomfortable	1.1b.Provide		resources.		
who participated in school		translation in		Teachers will document parent		
		Spanish and		contacts on a monthly basis		
activities, duplicated or	setting. They also			contacts on a monthly basis		
unduplicated.		parent functions,				
	materials in their					
	native language					
	sent home from	ti aiiiiigo.				
		1.1c.Utilize				
		bilingual staff				
		and students to				
		assist parents				
		in navigating				
		around the				
		school and for				
		translations				
		Communicate				
		in a variety of				
		methods: mail,				
		phone, face to				
		face, home visits,				
		newsletters,				
		school website,				
		and progress				
		reports.				
		Support parents				
		in helping their				
		children at				
		home. Offer				
		training sessions				
		for parents on				
		how to help				
		with homework,				
		planners used				
		to communicate				
		with parents,				
		home weekly				
		folders, etc.				

The percent of parents involved in school activities will increase from 48% to 55%.	level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	70/0						
		of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending daytime events due to child care, transportation, and	events.	1.2 Administration Resource Teacher for Parent Involvement	Sign-in sheets at evening	Student data results	
		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	various parent training		Sign-in sheets at evening	Student data results	

2012-2013	School Im	provement Plan	(SIP))-Form	SIP-1

Parent Involvement Professional Development

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

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Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Resource Teacher	Resource Teacher targets families of students who are at-risk for failure. Resource Teacher provides training and guidance to families so they are empowered to assist their children.	Title I Basic	45,985.94
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone-English	Software for parents to learn English	Title I-FSG	\$
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplies, food, etc. for meetings		50% Title I Basic, 50% School Improvement Grant	\$10,000.00
Subtotal:			
Total:			

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 next to the percentage (e.g. 70% (35)).

* When using percentages, include the number of	·	I	e percentage (e.g.	70% (33)).	
STEM Goal(s)	Problem-Solving				
	Process to				
	Increase Student				
	Achievement				
	Acilieveillelli				
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
areas in need of improvement:			Responsible for	Effectiveness of	
	4.4	4.4	Monitoring	Strategy	h a
STEM Goal #1:	1.1. Many teachers do not	1.1. Provide meaningful professional	1.1. TSA-Math Coach	1.1.	1.1. Grade level STEM lesson/projects
90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning	understand the connection	learning that effectively models			MIP spreadsheet
of STEM concepts. These skills include technology content that		,	Administration		Teacher reflections
	and may be resistant to	builds collaborative PLCs for the	IR Teacher		
engineering and mathematics, i.e., designing authentic projects,		purpose of infusing these skills			
inquiry-based, project-based instruction that encourages innovations,	strategies into their content.	and strategies across all content.			
inventions and applications.					
	1.2.			1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
	2.1	2.1	2.1	2.1	2.1
STEM Goal #2:	Teachers have not been	Provide professional learning	TSA-Math Coach	Master Calendar will reflect	Grade level STEM lesson/projects
All teachers will receive two years of PD in Common Core State	trained in STEM-focused	opportunities in STEM skills and		training date for STEM. Coaches	MIP spreadsheet
Standards content and pedagogy from Agile Mind to include group-	strategies.	_	TSA-Reading Coach	will work together to produce	Teacher reflections
face to face, co-teaching/coaching and individual effort, PLC lesson		content and pedagogy.	Administration	training materials. Teachers will develop grade level projects/	
planning of CCSS STEM-focused lessons.				lessons to demonstrate their	
				learning.	
	3.1	3.1	3.1	3.1	3.1
	Many teachers have not	Provide training in the 8 CCSS	TSA-Math Coach	Master Calendar will reflect	Grade level STEM lesson/projects
STEM Goal #3:	been trained and may be		Science Coach	training date for STEM. Coaches	MIP spreadsheet
The CCSS for Mathematical Practice involving STEM thinking and	uncomfortable integrating	Practice with follow-up support	_	will work together to produce	Teacher reflections
	STEM thinking and	from building academic coaches.	Administration	training materials. Teachers will	
basis (as applicable).	processing skills into their content.			develop grade level projects/ lessons to demonstrate their	
	content.			learning.	
				icariiii.	

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STEM Professional Development

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM PD	All K-12 Teachers	Department Chairs	All K-12 Teachers	TBD	TBD	Site-Based Administrators
Common Core State Standards	6-12	Department Chairs	Math Teachers	TBD	TBD	TBD

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

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Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of STEM Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
		2013 Expected					
Enter narrative for the goal in this		<u>Level :*</u>					
box.							
	data for current	Enter numerical data for expected goal in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:

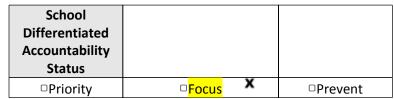
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Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)



• Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council (SAC)

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 members 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.

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If No, describe the measures being taken to comply with SAC requirements.
Not Applicable
Describe the activities of the SAC for the upcoming school year.

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

Describe the projected use of SAC funds.	Amount
Implementation of SIP activities	
Support programs/projects included in SIP	