

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: NAPLES PARK ELEMENTARY SCHOOL

District Name: Collier

Principal: Ms. Tammy Brown

SAC Chair: Mrs. Dayanna Ciabaton

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mrs. Tammy Brown	BS degree Elementary Education, University of Wisconsin; MS degree Educational Leadership, University of South Florida; Level 2 Principal	2	10	Naples Park is rated as an "A" school by the State of Florida Accountability program. According to statute, the Superintendent has the authority to strategically place administrators within the school district.
Assis Principal	Dr. Natalie Psenicka	BS degree Northern Illinois Univ. Speech MS degree San Francisco State Univ Special Education LD/EH Ed.S. University of Miami Reading and LD Ed.D. Educational	5	27	Naples Park is rated as an "A" school by the State of Florida Accountability program. According to statute, the Superintendent has the authority to strategically place administrators within the school district.

50	0.0%(0)	18.0%(9)	44.0%(22)	34.0%(17)	42.0%(21)	100.0%(50)	8.0%(4)	10.0%(5)	84.0%(42)
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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
We do not have any first year teachers this school year.			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS Leadership Team:

Principal – Provides leadership and verbalizes support of the MTSS process; ensures that professional development and resources are available to staff to support MTSS implementation; allows for scheduling that supports team meetings, as well as, implementation of interventions; regularly attends meetings to support the process as well as identifies needs of the team; communicates with parents and community regarding the MTSS process.

Assistant Principal – Assists the Principal in providing leadership and support of the MTSS process; regularly attends meetings to support the process and provides assistance/resources to teams as needed; collaborates with the team to oversee the problem-solving process and ensure the integrity and consistency of implementation of the process; attends district MTSS meetings as needed.

Reading Coach – Regularly attends MTSS meetings; provides guidance for the implementation of the core reading program, administration of formative and summative assessments and assists with development/implementation of Tier 1, 2, and 3 interventions as needed; assists with the collection and analysis of reading data; provides professional development and instructional support.

School Guidance Counselor – Attends MTSS meetings; provides guidance and resources for the development of social, emotional and behavioral interventions; ensures implementation of social, emotional and behavioral interventions; assists with the collection and analysis of social, emotional and behavioral assessment data; assists parents with referrals and contact information for community agencies as needed.

School Psychologist – Regularly attends MTSS meetings; provides guidance in the interpretation and analysis of data; assists with the development and implementation of interventions; administers assessments as needed.

Intervention Support Specialist – Identifies systematic patterns of student need while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Speech/Language Pathologist – Attends MTSS meetings when students with speech/language concerns are involved; provides guidance in the identification of speech/language needs; assists in the selection, administration and interpretation of screening measures; provides support for the development and implementation of speech/language interventions.

ELL Teacher – Attends MTSS meetings when ELL students are involved; provides guidance in the identification of the special needs of English Language Learners; assists with the administration and interpretation of ELL assessments; provides resources and support for the development and implementation of ELL interventions.

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

The MTSS Leadership Team will meet once a month to monitor individual, grade-level and school-wide student progress. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction (Tier 1), as well as Tier 2 (targeted), and Tier 3 (Intensive), interventions will be monitored and the team will collaborate to evaluate effectiveness, problem solve, and make instructional decisions. Leadership team members will also attend grade-level PLC meetings to facilitate further discussion regarding individual student progress, data analysis and grade-level concerns. The leadership team will meet with grade-levels on a quarterly basis to analyze universal screening data and evaluate the effectiveness of core instruction and other interventions including the reading interventions of the speech and language pathologist with the language-literacy connection. The leadership team will oversee and review parent communications to ensure parent knowledge and involvement at each step of the process.

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

The MTSS leadership team collected and analyzed both aggregate and disaggregated student performance data from the Data Warehouse to determine needs for the school improvement plan. Academic, as well as social, emotional, and behavioral needs were considered in the development of the SIP. Further information and input was gathered as a result of PLC meetings. The School Advisory Council reviewed and provided input into the development of the SIP. Appropriate objectives and action plans were subsequently developed for the SIP as a result of these actions.

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.

Federal support comes through the allocation of fiscal resources from entitlement grants, such as Title I, II and III, and IDEA. State support, IDEA and Title I will provide instructional materials for core and supplemental instruction, as well as, training provided by FLDOE and USF to support the district and school MTSS implementation plans. Local and IDEA support is providing a district MTSS/PBS coordinator who will meet with building level MTSS teams and coordinators to ensure strong implementation of MTSS through the use of the Data Warehouse. The Data Warehouse is used by the MTSS building level team to provide data from FAIR, baseline and quarterly benchmarks for Math, Reading and Science assessments as well as formal testing such as SAT 10, FCAT, BVAT and ESE assessments. Results from Writing prompts are also reviewed. Student PASS data is included in the review for attendance, truancy, disciplinary action, promotion and retention information. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources.

Describe the plan to train staff on MTSS.

To provide further support at the school building level, a School-Based MTSS Coordinator and a PBS Coach have been designated for every school. The MTSS Leadership team is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the MTSS Team Meetings. The district training has incorporated a multi-tiered approach to staff development in the area of MTSS. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12) have completed intensive training on MTSS principles and consensus building. The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator of MTSS/PBS through on-site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of MTSS/PBS will provide follow-up trainings with School-Based MTSS Coordinators and the MTSS team. Teachers meet with PLCs twice a month to discuss MTSS implementation at their grade level. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for MTSS related documents, video clips, training materials, on-line courses for RtI and differentiated instruction, as well as, power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. In addition, the district has required all instructional personnel (PK-12) to complete MTSS training.

Describe the plan to support MTSS.

The INSS and the leadership team utilize the CCPS problem-solving guide to work with teams to identify problems and developing interventions. The INSS, leadership team, and the grade level teams engage in a collaborative process to review progress monitoring data and make decisions based on performance data. The INSS offers support and professional development for team members in understanding data warehouse. Specifically, how to write a quality progress monitoring plan, entering observations, conferences and entering custom assessment data. Students with PMP's are supported based on their individual/group need. Classroom teachers provide targeted intervention support. Classroom teachers and ESE Intervention teachers provide intensive intervention support. Student progress is monitored and shared at leadership and is discussed at PLC meetings. Student daily attendance is monitored as part of implementing MTSS intervention support with fidelity. NPE also engages in team data chats and individual data chats as part of supporting MTSS. Parent involvement is also an important component of MTSS. Classroom teachers hold conferences with parents to discuss progress monitoring plans for individual students. Parents are involved and attend data review meetings. Data review meetings involve the team sharing all available data in graphical format with the parent.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

For the school year, 2012-2013, the School Based Literacy Leadership Team for Naples Park Elementary school is comprised of: the Principal, Assistant Principal, Reading Coach, Guidance Counselor, the ELL Contact, ESE Department Chairman, and the Media Specialist.

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

The LLT will meet once a month during the school year. This team will discuss and plan the literacy initiatives for Naples Park Elementary School. The group will analyze school wide data for reading and language arts as well as individual student and aggregated classroom data. The LLT will review and discuss intensive reading interventions and strategies by class and whole school. Enrichment strategies and extension activities will be suggested. Enhancing and strengthening Tier One instruction for the classroom by focusing on close reading, text dependent questioning and written response to text. The Reading Coach will scaffold implementation of A.L.L. and LLI interventions that incorporate all elements of literacy.

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

This year the LLT will focus on supporting classroom teachers with the MTSS process. This initiative will include strengthening the Tier One instruction for the general classroom. Classroom teachers will be provided assistance, support and guidance to provide Tier 2 and Tier 3 interventions to specific students, strategies and activities as needed. In order to strengthen our on-grade level instruction we will be providing a "push in" model of assistance using "Comprehension Connections" (Tanny McGregor). Our goal is to give teachers, as well as, students a hands-on approach to learning. Metacognition, schema, inferring, questioning, determining importance, visualizing and synthesizing will be strategies developed to help students become independent lifelong learners. Staff will be implementing the Leveled Literacy Intervention (LLI) program with the lowest and most struggling readers. The LLT will provide close monitoring of student progress through the implementation of the LLI program.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	For 2012 on the FCAT, 91 students or 31% scored a level three in reading. For 2013, 31% (100) of students should score at a level 3 on the FCAT. That would be an increase of 9 students or a total of 100 students at NPE scoring a level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (91)	31% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking.</p> <p>Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Assessments will follow at an appropriate level of rigor for each standard/benchmark.</p> <p>Teachers will use learning goals with accompanying scales to identify levels of performance for the learning goal and its embedded standards/benchmarks.</p> <p>Teachers will plan for higher order questions and student work in weekly lesson plans so that questions and work are purposeful and aligned with CCSS/NGSS.</p> <p>Teachers will use cooperative strategies to support student</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support needed.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>

		discussion, asking students to explain their thinking.			
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will increase the use of non-fiction text to develop analytic and evaluative thinking and comprehension strategies. Use of the strategies will be evident in lesson plans and through observation.</p> <p>Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.</p> <p>Students will use fiction and non-fiction texts to build thinking and comprehension strategies.</p>	Principal, Assistant Principal, Reading Coach, District Support	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and needed support provided.</p>	Quarterly Assessment Data-Disaggregated by item complexity rating.
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and needed support will be given.</p> <p>Conference summary notes and parent sign in logs will be reviewed.</p>	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in reading will increase from 41% (119) to 45% (144). Forty one percent of NPE students scored at a level 4 or higher in 2012. That was 119 students. For 2013, it is expected that we would increase student performance to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (119)	45% (144)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with NGSS/CCSS and Webb's Depth of Knowledge. Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and support needed. Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.	Quarterly Assessment Data – Disaggregated by item complexity rating
	Use of Informational Text across all Content areas: Students do not have sufficient practice in the use of informational text	Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop	Principal, Assistant Principal, Reading Coach	Monitor lesson plans monthly and provide feedback and support needed. Classroom Observations, CTEM	Quarterly Assessment Data- Disaggregated by item complexity rating.

2	across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.	analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings. Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.		process, Lesson Study implementation; all with feedback and support provided.	
3	Interactive Learning Strategies and Differentiated Instruction: Instruction is not routinely driven by data and does not always address individual student needs	PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension. Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.	Principal, Assistant Principal, Reading Coach, INSS	Meeting Minutes in Data Warehouse will be reviewed and feedback provided with support. Conference summary notes and parent sign in logs will be reviewed.	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	One student will score at a level 7 or above on the Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students were in this category for the 2012 school year.	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

		options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			CTEM
2	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments
3	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	Assistive Technology Evaluation ULS: AT Decision Guide CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT reading will increase from 76% (133) to 78% (163). Seventy six percent of the students made reading gains on the FCAT. That was 133 students for 2012. For the school year 2013, NPE will need to increase the number of students making gains in reading by an additional thirty students or 163 students. That would be 78% of students making gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (133)	78% (163)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and support provided. Classroom observations, walkthroughs, CTEM process; all with feedback and needed support.	Quarterly Assessment Data – Disaggregated by item complexity rating

1		<p>that include tasks and opportunities for student discussions.</p> <p>Teachers will plan for higher order questions and student work in weekly lesson plans so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.</p>			
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.</p>	Principal, Assistant Principal, Reading Coach	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support provided.</p>	Quarterly Assessment Data- Disaggregated by item complexity rating.
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; student and teachers; and students to parent in Student Led Conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and needed support will be given.</p> <p>Conference summary notes and parent sign in logs reviewed.</p>	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

3b. Florida Alternate Assessment:
 Percentage of students making Learning Gains in reading.

 Reading Goal #3b:

One student will make learning gains on the Florida Alternative Assessment

2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students in this category in 2011.	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2012 FCAT in reading will increase from 79% (34) to 81% (43). Thirty four students at NPE made learning gains or 79% in 2012. These students were in the lowest quartile on the FCAT. We will need to increase the number of students making gains on the FCAT to 43 or 81% for 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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79% (34)

81% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.</p>	<p>Principal, Assistant Principal, Reading Coach, District support</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support provided as needed.</p>	<p>Quarterly Assessment Data-Disaggregated by item complexity rating.</p>
	Interactive Learning	PLC's will meet each	Principal,	Meeting Minutes in Data	Quarterly

3	<p>Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; student and teachers; and students to parent in Student led conferences.</p>	<p>Assistant Principal, Reading Coach, INSS</p>	<p>Warehouse will be reviewed. Feedback and needed support will be given.</p> <p>Conference summary notes and parent sign in logs reviewed.</p>	<p>Assessment Data, Disaggregated by item complexity rating.</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 6 years the achievement gap for student subgroups by ethnicity will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 81% (133) Black: 50% (4) Hispanic: 62% (64) Asian: 60% (3) American Indian: 33% (1)	White: 83% (143) Black: 55% (7) Hispanic: 66%(79) Asian: 64% (3) American Indian: 40% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and needed support.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>

		<p>discussions.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.</p>			
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.</p>	Principal, Assistant Principal, Reading Coach District support	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support provided.</p>	Quarterly Assessment Data-Disaggregated by item complexity rating.
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student led conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and needed support will be provided.</p> <p>Conference summary notes and parent sign in logs reviewed.</p>	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English language learners (ELL) scored 50% on the FCAT for 2012. That was 37 students. It is expected that 55% of ELL students will score on the 2013 FCAT as making satisfactory progress. That would be 37 students or an increase of 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (37)

55% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Assessments will follow at an appropriate level of rigor for each standard/benchmark.</p> <p>Disaggregate benchmark assessment data by subgroup to determine additional supports that maybe needed.</p> <p>Maintain high expectations for all students to participate in collaborative activities.</p> <p>Teacher will use multiple ELL strategies to meet the needs of all second language learners.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support, ELL contact and tutors</p>	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p>
	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and</p>	<p>Principal, Assistant Principal, Reading Coach, ELL contact and tutors, District support</p>	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom Observations, CTEM process, Lesson Study</p>	<p>Quarterly Assessment Data-Disaggregated by item complexity rating.</p>

2	Writing skills, strategies, comprehension and vocabulary.	comprehension strategies. Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings. Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.		implementation; all with feedback and support provided.	
3	Interactive Learning Strategies and Differentiated Instruction: Instruction is not routinely driven by data and does not always address individual student needs.	Teacher will use multiple ELL strategies to meet the needs of all second language learners. All students are to participate in classroom activities while maintaining high expectations for all students. PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension. Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student led conferences.	Principal, Assistant Principal, Reading Coach, INSS, ELL contact and tutors	Meeting Minutes in Data Warehouse will be reviewed. Feedback and support will be given. Conference summary notes and parent sign in logs reviewed.	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2012 FCAT, students with disabilities scored at 22% or six students being proficient in reading. For the 2013 FCAT, it is expected that 30% of students with disabilities would be proficient in reading. That would be 10 students or an increase of 4 additional ESE students would be proficient in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (6)	30% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor:	Teachers will be supported by academic	Reading Coach, Principal,	Monitor lesson plans monthly and provide	Quarterly Assessment Data –

1	<p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Assessments will follow at an appropriate level of rigor for each standard/benchmark.</p> <p>Teachers will plan for higher order questions and student work in weekly lesson plans so that questions and work are purposeful and aligned with CCSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.</p>	<p>Assistant Principal, Leadership Team, District support</p>	<p>feedback and support as needed.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Disaggregated by item complexity rating</p>
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practise in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings.</p> <p>Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.</p>	<p>Principal, Assistant Principal, Reading Coach. District support</p>	<p>Monitor lesson plans monthly and provide feedback and provide needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support provided.</p>	
	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p>	<p>Principal, Assistant Principal, Reading Coach, INSS ESE teachers</p>	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and needed support will be given.</p> <p>Conference summary notes and parent sign in logs reviewed.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

3		<p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student led conferences.</p> <p>Classroom work will be consistent with the IEP to support improved reading skills with remediation, accomodation and differentiated instruction.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>On the 2012 FCAT, Economically disadvantaged students scored 60% in reading. That is 101 students. For the 2013 FCAT, students should score 64%. That would be 122 students or 21 more students making gains on the 2013 FCAT.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>60% (101)</p>	<p>64% (122)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Assessments will follow at an appropriate level of rigor for each standard/benchmark.</p> <p>Conference with students to determine learning needs for background knowledge, vocabulary, language acquisition specific for individual students.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and support needed.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Quarterly Assessment Data- Disaggregated by item complexity rating. Disaggregate data by subgroup.</p>

		purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge. Teachers will use cooperative strategies to support student discussion requiring students to explain their thinking.			
2	Interactive Learning Strategies and Differentiated Instruction: Instruction is not routinely driven by data and does not always address individual student needs.	PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension. Data Chats will be held routinely for teachers and administrators; student and teachers; and student to parent in Student led conferences.	Principal, Assistant Principal, Reading Coach, INSS	Meeting Minutes in Data Warehouse will be reviewed. Feedback will be provided with needed support. Conference summary notes and parent sign in logs will be reviewed.	Quarterly Assessment Data, Disaggregated by item complexity rating.
3	Use of Informational Text across all Content areas: Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.	Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts, both fiction and non-fiction to develop analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities in Webb's Depth of Knowledge and close reading. Teachers will be accountable for implementing professional learnings. Teachers will use reading strategies across all content. Teachers will use "close reading" and other tools to prepare students for complex text reading.	Principal, Assistant Principal, Reading Coach, District support	Monitor lesson plans monthly and provide feedback and support provided. Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support needed.	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Reading Coherence Model	K-5	Reading Coach	K-5 teachers, ESE teachers	October, 2012	Classroom Walkthroughs, CTEM process	Principal, Assistant Principal, Reading Coach
Webb's Depth of Knowledge	K-5	Reading Coach	K-5 teachers, ESE teachers,	September, 2012	Classroom Walkthroughs, CTEM process, Lesson Plan review	Principal, Assistant Principal, Reading Coach
Standards Based Progress Reports	2-3	Reading Coach, Assistant Principal	Grade 2 teachers, Grade 3 teachers	August, 2012	Review of Progress Reports	Principal Assistant Principal
MTSS	K-5	INSS	K-5 teachers, ESE teachers, Psychologist	Monthly	PLC meeting minutes	Principal, Assistant Principal, INSS
Close Reading Strategy	K-5	Reading Coach	K-5 teachers, ESE teachers, ELL Contact, tutors,	October, 2012	Lesson Plan review, Classroom Walkthroughs, CTEM process	Principal, Assistant Principal, Reading Coach
Differentiated Instruction	K-5	INSS, Reading Coach	K-5 teachers, ESE teachers, Related Arts teachers	November, 2012	Lesson Plan reviews, Classroom Walkthroughs, CTEM process	Principal, Assistant Principal, INSS
Collaborative Comprehension Strategies	3-5	Reading Coach	3-5 teachers	January, 2013	Lesson Plan reviews, Classroom Walkthroughs, CTEM process	Principal, Assistant Principal, Reading Coach
Writing Rubrics and portfolios	1-5	Reading Coach	1-5 teachers, ESE teachers, Related Arts teachers	Monthly	Lesson Plan reviews	Principal, Assistant Principal, Reading Coach
Common Core Standards	K-5	Reading Coach	K-5 teachers, ESE teachers, Related Arts teachers	August, 2012, January 2013	Lesson Plan reviews, Classroom Walkthroughs	Principal, Assistant Principal
Journaling, Notebooking	K-5	Reading Coach	K-5 teachers, ESE teachers, Related Arts teachers	November, 2012	Lesson Plan reviews, Classroom Walkthroughs	Principal, Assistant Principal, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of an After School reading program.	A grant for an after school program for supplies, materials, salaries.	The Martin Foundation	\$18,000.00
Provide additional non-fiction texts to media center and classrooms.	Classroom libraries and additional books for the Media Center.	School Based funds Stone Bridge Ladies Group	\$10,000.00
			Subtotal: \$28,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase tier 1 activities to further language acquisition and vocabulary development.	Brain Pop	School Based funds	\$1,400.00
Provide for more intensive reading materials for struggling readers.	Quick Reads	School Based funds	\$1,000.00
			Subtotal: \$2,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance and further professional development activities.	Supplies, Materials to provide staff development.	School Based funds	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$30,900.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal # 1: Students scoring proficient in Listening and Speaking for 2012 was 44% or 45 students. For 2013 it is expected that 48 students will score proficient for Listening and Speaking using CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

44% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	<p>Teachers will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.</p> <p>Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities.</p> <p>Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.</p> <p>Disaggregate FAIR vocabulary data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.</p> <p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and</p>	ELL Contact ELL tutors, classroom teachers, Reading Coach	Monitor lesson plans and provide feedback, classroom walkthroughs with feedback.	CTEM process, CELLA Spring Assessment, FCAT data

	<p>small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p>		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Students scoring proficient in Reading for 2012 was 24% or 25 students. For 2013 it is expected that 26 students will score proficient for Reading in CELLA.
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2012 Current Percent of Students Proficient in reading:

24% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	<p>The teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/meeting grade level expectations.</p> <p>Provide scaffolded support for ELL learners by inclusion in small group support for Level 1 and 2 students as appropriate.</p> <p>Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments.</p> <p>Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.</p> <p>Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent</p>	ELL contact, ELL tutors, Reading Coach, classroom teachers	Monitor Lesson Plans and provide feedback, Classroom Walkthroughs, implementation of cooperative strategies, Monitor implementation of classroom instructional materials with fidelity; all with feedback.	CTEM process, CELLA Spring Assessment, FCAT data,

questions to determine student's level of understanding of what was read.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.
CELLA Goal #3:

Students proficient in Writing for 2012 was 32%. This was 34 students. For 2013 it is expected that 35 students will score proficient for Writing in CELLA.

2012 Current Percent of Students Proficient in writing:

32% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	As evidence of strategic and extended thinking in writing, teacher will hold students accountable for producing an oral or written analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' writing skills, the process may be implemented through Read-Alouds. To develop strategic and extended thinking in regard to student writing, Teacher will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	ELL contact, ELL tutors, Classroom teachers, Reading Coach	Review of portfolios and notebooks with feedback. Monitor lesson plans and provide feedback. Classroom Walkthroughs, Teachers will provide opportunities for students to write and revise; all with feedback.	CTEM process, FCAT Writing, Collier Writes, portfolio of student work

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Provide supplies, resources, materials.	Testing materials, classroom supplies, reading materials, writing notebooks	School Based Funds	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percent of students scoring level 3 on the 2012 FCAT math was 34% for 100 students. For the 2013 school year, it is expected that 35% of the students taking the test will score a level three. This would be 112 students for an increase of 2 students scoring at a level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (100)	35% (112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math. Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge. Teachers will implement the Math curriculum map with fidelity.	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback.	Quarterly Assessment Data – Disaggregated by item complexity rating
2	Use of Informational Text across all Content areas including Math: Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem	Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.	Principal, Assistant Principal, Reading Coach	Monitor lesson plans monthly and provide feedback and needed support. Classroom Observations, CTEM process, Lesson Study implementation; all with feedback.	Quarterly Assessment Data – Disaggregated by item complexity rating

	solving skills.				
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension, interventions and additional practice.</p> <p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and needed support will be given.</p> <p>Conference summary notes; parent sign in logs reviewed.</p>	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:		The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT math will increase from 31% (89) to 42% (131). Eighty nine students at NPE scored a four or five on FCAT for 2012. That was 31% percent of the students taking the test. For next year, 34% percent of NPE students taking the test will need to score a four or five. That would be 109 students or an increase of 20 students.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% (89)		34% (109)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1

Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.

Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.

Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math.

Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.

Teachers will use cooperative strategies to support student discussion and problem solving requiring students to explain their thinking.

Teachers will implement the Math curriculum map with fidelity.

Reading Coach, Principal, Assistant Principal, Leadership Team, District support

Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process with feedback and support.

Quarterly Assessment Data-Disaggregated by item complexity rating

2

Use of Informational Text across all Content areas including Math:

Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies and comprehension.

Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.

Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical practice and Investigations. Teachers will be accountable for implementing professional learnings.

Principal, Assistant Principal, Reading Coach, District Staff

Monitor lesson plans monthly and provide feedback with support needed. Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support.

Quarterly Assessment Data – Disaggregated by item complexity rating

Interactive Learning Strategies and Differentiated Instruction:

Instruction is not routinely driven by data and does not always address individual student needs.

PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension, intervention and additional practice.

Principal, Assistant Principal, Reading Coach, INSS

Meeting Minutes in Data Warehouse will be reviewed and needed support given.

Conference summary notes and parent sign in logs will be reviewed and feedback provided.

Quarterly Assessment Data-Disaggregated by item complexity rating

3		Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	One student will score at a level 7 or above on the Florida Alternative Assessment in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students in this category for 2012 school year.	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	2b.1. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c)	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

		Engagement- identify learners' interests and offer appropriate challenges to increase motivation			
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving, and interpreting information.	Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in Math will increase from 79% (139) to 81% (169). Seventy Nine percent of the NPE students made gains on scoring on the FCAT for 2012. That was 139 students. For the 2013 school year, 81% will need to make gains. That would be 169 students. For the 2013 year, 30 additional students will need to make gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (139)	81% (169)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math. Teachers will plan for higher order questions and student work so that	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and support.	Quarterly Assessment Data – Disaggregated by item complexity rating

		<p>questions and student work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion and problem solving requiring students to explain their thinking.</p> <p>Teachers will implement the Math curriculum map with fidelity.</p>			
2	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem solving.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical Practice, Investigations and Webbs's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.</p>	Principal, Assistant Principal, Reading Coach	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse reviewed and support provided.</p> <p>Conference summary notes and parent sign in logs reviewed and feedback provided.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	<p>One student will make learning gains in Math on the Florida Alternate Assessment.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students in this category in 2012.	100% (1)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

The percent of students in Lowest 25% making learning gains on the 2013 FCAT math will increase from 76% (35) to 78% (41). Seventy six percent of the students at NPE that took FCAT made gains in Math. That was 35 students who made gains for 2012. In 2013, it is anticipated that 78% of the lowest performing students should make gains. That would

be 41 students or an increase of 6 students for 2013.

2012 Current Level of Performance:

2013 Expected Level of Performance:

76% (35)

78% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will implement the Math curriculum map with fidelity.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and support.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
2	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem solving.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.</p>	<p>Principal, Assistant Principal, Reading Coach</p>	<p>Monitor lesson plans monthly and provide feedback with needed support. Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
	<p>Interactive Learning Strategies and Differentiated Instruction:</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist</p>	<p>Principal, Assistant Principal, Reading Coach, INSS</p>	<p>Meeting Minutes in Data Warehouse will be reviewed and support given.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity</p>

3	Instruction is not routinely driven by data and does not always address individual student needs	with instructional decisions and determine appropriate activities for acceleration and extension, interventions and additional practice. Data Chats will be held for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.	Conference summary notes and parent sign in logs will be reviewed and feedback provided.	rating.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years the achievement gap for Math will be reduced by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of students making adequate yearly progress for ethnicity (white) on the 2013 FCAT in Math will increase from 74% (122) to 77% (132). Seventy four percent of the NPE students made gains on scoring on the FCAT for 2012. That was 122 students. For the 2013 school year, 77% will need to make gains. That would be 132 students. For the 2013 year, 10 additional students will need to make gains. The percent of students making adequate yearly progress for ethnicity (Black) on the 2013 FCAT in Math will increase from 38% (3) to 44% (6). The percent of students making adequate yearly progress for ethnicity (Hispanic) on the 2013 FCAT in Math will increase from 51% (53) to 56% (67).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (122) White	77% (132) White
38% (3) Black	44% (6) Black
51% (53) Hispanic	56% (67) Hispanic

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Rigor: Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and needed	Quarterly Assessment Data – Disaggregated by item complexity rating

1	<p>opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.</p>	<p>of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Assessments will follow at an appropriate level of rigor for each standard/benchmark.</p> <p>Teachers will plan for higher order questions and student work so that questions are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion and problem solving.</p> <p>Teachers will implement Math curriculum map with fidelity.</p>		support.	
2	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem solving.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.</p>	Principal, Assistant Principal, Reading Coach	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support provided.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension, interventions and additional practice.</p> <p>Data Chats will be held routinely for teachers and administrator; students and teachers; and student to parent in Student Led Conferences.</p>	Principal, Assistant Principal, Reading Coach, INSS	<p>Meeting Minutes in Data Warehouse will be reviewed. Feedback and support will be given.</p> <p>Conference summary notes and parent sign in logs reviewed and feedback provided.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

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

Goal 1: The percent of English language learners (ELL)

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	achieving level 3 or higher on the 2013 FCAT in math will increase from 46% (34) to 51% (34). The ELL students at NPE scored forty six percent on FCAT for 2012. That involved 34 students. For 2013, the goal is to have 51% of ELL students making satisfactory progress on FCAT. That would be 34 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (34)	51% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion and problem solving.</p> <p>Teachers will determine specific ELL student needs for vocabulary.</p> <p>Teachers will implement Math curriculum maps with fidelity.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support, ELL Contact, ELL tutors</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p>
	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, and comprehension,</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities in the 8</p>	<p>Principal, Assistant Principal, Reading Coach, ELL Contact, ELL tutors</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support.</p>	<p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p>

2	vocabulary and problem solving.	Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings. Teachers will use multiple ELL strategies to meet the needs of second language learners.			
3	Interactive Learning Strategies and Differentiated Instruction: Instruction is not routinely driven by data and does not always address individual student needs	PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension, interventions and additional practice. Data Chats will be held routinely for teachers and administrators; student and teachers; and student to parent in Student Led Conferences.	Principal, Assistant Principal, Reading Coach, INSS, ELL contact, ELL tutors	Meeting Minutes in Data Warehouse reviewed and support given. Conference summary notes and parent sign in logs reviewed and feedback provided.	Quarterly Assessment Data, Disaggregated by item complexity rating.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On FCAT for 2012, 30% students with disabilities or 8 children made progress in Math. For 2013, we anticipate that 37% or 12 students with disabilities will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (8)	37% (12)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Rigor: Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are	Reading Coach, Principal, Assistant Principal, Leadership Team, District support, INSS, ESE teachers	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and support.	Quarterly Assessment Data – Disaggregated by item complexity rating

1		<p>provided for all grade level units K-5 in math.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion and problem solving.</p> <p>Teachers will implement curriculum maps with fidelity.</p>			
2	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem solving.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities in the 8 Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.</p>	<p>Principal, Assistant Principal, Reading Coach, INSS, ESE teachers,</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and support.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension, interventions and additional practice.</p> <p>Data Chats will be held for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.</p>	<p>Principal, Assistant Principal, Reading Coach, INSS, ESE teachers</p>	<p>Meeting Minutes in Data Warehouse reviewed and support given.</p> <p>Conference summary notes and parent sign in logs reviewed and feedback provided.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of students making adequate yearly progress for economically disadvantaged on the 2012 FCAT in Math was 55% or 92 students. It is anticipated that for the Math FCAT in 2013, 60% or 115 educationally disadvantaged students will make satisfactory progress. That will be an increase of 24 students making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (92)	60% (115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Math lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, reasoning and problem solving aligned with the Math standards.</p>	<p>Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark.</p> <p>Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. LGs and Scales are provided for all grade level units K-5 in math.</p> <p>Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge.</p> <p>Teachers will use cooperative strategies to support student discussion and problem solving.</p> <p>Teachers will implement Math curriculum map with fidelity.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.</p>	<p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p>
2	<p>Use of Informational Text across all Content areas including Math:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension, vocabulary and problem solving.</p>	<p>Content area teachers will routinely utilize the Reading Coherence Model for all content. Math will use the "Determine the validity and reliability of information" benchmark.</p> <p>Teachers will be provided professional learning opportunities such as: the 8 Standards of Mathematical Practice, Investigations and Webb's Depth of Knowledge. Teachers will be accountable for implementing professional learnings.</p>	<p>Principal, Assistant Principal, Reading Coach INSS</p>	<p>Monitor lesson plans monthly and provide feedback and needed support.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback and needed support provided.</p>	<p>Quarterly Assessment Data –</p> <p>Disaggregated by item complexity rating</p>
	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for</p>	<p>Principal, Assistant Principal, Reading Coach, INSS</p>	<p>Meeting Minutes in Data Warehouse will be reviewed and needed support given.</p> <p>Conference summary notes and parent sign in</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

3	and does not always address individual student needs.	acceleration and extension, interventions and additional practice. Data Chats will be held for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.	logs reviewed and feedback provided.	
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards for Math	K-5	Reading Coach, INSS	K-5 teachers, ESE teachers, Related Arts teachers	October, 2012, PLC meetings	Classroom Walkthroughs, CTEM process, Lesson Plan reviews	Principal, Assistant Principal
Quarterly Math Points of Contact Meetings	K-5	District Staff	Identified Points of Contact	Quarterly	registrations, Meeting minutes	Principal, Assistant Principal
Implementation of Math Curriculum Map	K-5	Team Leaders	K-5 teachers	Monthly	Lesson Plan reviews	Principal, Assistant Principal, Team Leaders
Use of the 8 Standards for Mathematical Practices.	K-5	District Support Staff, INSS	K-5 teachers	November, 2012, PLC meetings	Classroom Walkthroughs, Lesson Plan reviews, CTEM process	Principal, Assistant Principal
Modeled Lessons	K-5	Math Points of Contact	K-5 teachers	Monthly	Classroom Walkthroughs, CTEM process	Principal, Assistant Principal, Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continued implementation of the Math program should incorporate new activities, math skills, and strategies.	Math supplies, resources, manipulatives	School Based funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2012, thirty four percent of the students in grade 5 scored at a level 3 in Science for NPE. That was 30 students. For 2013, it is expected that thirty seven percent of the students will score at a level three. That would be 40 students or an increase of ten students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (30)	37% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking for Science. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the Science standards.	Teachers will be supported by academic coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge. Students will participate in a Science Fair.	Reading Coach, Principal, Assistant Principal, Leadership Team, District support, Science Point of Contacts	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.	Quarterly Assessment Data – Disaggregated by item complexity rating
	Use of Informational Text across all Content	Content area teachers will routinely utilize the	Principal, Assistant	Monitor lesson plans monthly and provide	Quarterly Assessment

2	<p>areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas including Science to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Reading Coherence Model for all content. They will incorporate multiple texts to develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will use close reading and other tools to prepare students for complex text reading.</p> <p>The 5E model of delivery will be utilized.</p> <p>Science notebooking will be implemented with short and extended responses.</p> <p>Hands-on lab experiences and Virtual labs will be conducted routinely including use of the Vernier probes.</p> <p>Science curriculum maps will be implemented with fidelity.</p>	<p>Principal, Reading Coach, Team Leaders, District support, Leadership team, Science Point of Contacts</p>	<p>feedback and needed support.</p> <p>Routine review of Science Notebooks, Classroom Observations, CTEM process; all with feedback and support provided.</p>	<p>Data-Disaggregated by item complexity rating.</p>
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held for teachers and administrators; students and teachers; and student to parent in Student led conferences.</p>	<p>Principal, Assistant Principal, Reading Coach, INSS, Leadership team, Science Point of Contacts</p>	<p>Meeting Minutes in Data Warehouse will be reviewed and needed support given.</p> <p>Conference summary notes and parent sign in logs reviewed and feedback provided.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>				
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</p>				
<p>2012 Current Level of Performance:</p>		<p>2013 Expected Level of Performance:</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2012 FCAT in Science scored 19% or 17 students. In 2013, 21% of the students in grade 5 at NPE, will score at a level four or five in Science on the FCAT. For 2013, it is anticipated that 22 children will score at a level four or five on FCAT in grade five. That would be an increase of 5 students scoring 4 or 5 on the FCAT in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (17)	21% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking for Science. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the Science standards.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks and opportunities for student discussions. Teachers will plan for higher order questions and student work so that questions and work are purposeful and aligned with CCSS/NGSS and Webb's Depth of Knowledge. Extension and enrichment activities will be provided to support and enhance critical thinking. Students will participate in a Science Fair.	Reading Coach, Principal, Assistant Principal, Leadership Team, District support	Monitor lesson plans monthly and provide feedback and needed support. Classroom observations, walkthroughs, CTEM process; all with feedback and support provided.	Quarterly Assessment Data – Disaggregated by item complexity rating
	Use of Informational Text across all Content areas: Students do not have sufficient practice in	Content area teachers will routinely utilize the Reading Coherence Model for all content. They will incorporate multiple texts to	Principal, Assistant Principal, Reading Coach, district support	Monitor lesson plans monthly and provide feedback and needed support. Classroom	Quarterly Assessment Data- Disaggregated by item complexity rating.

2	<p>the use of informational text across all content areas including Science to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>develop analytic and evaluative thinking and comprehension strategies.</p> <p>Teachers will use reading strategies across all content. Teachers will use close reading and other tools to prepare students for complex text reading.</p> <p>The 5E model of delivery will be utilized.</p> <p>Science notebooking will be implemented with short and extended responses.</p> <p>Hands-on lab experiences and Virtual labs will be conducted routinely including use of the vernier probes.</p> <p>Science curriculum maps will be implemented with fidelity.</p>		<p>Observations, CTEM process, Lesson Study implementation; all with feedback and support.</p>	
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held for teachers and administrators; students and teachers; and student to parent in Student led conferences.</p>	<p>Principal, Assistant Principal, Reading Coach, INSS</p>	<p>Meeting Minutes in Data Warehouse reviewed and support given.</p> <p>Conference summary notes and parent sign in logs reviewed and feedback provided.</p>	<p>Quarterly Assessment Data, Disaggregated by item complexity rating.</p>

<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	<p>One student will score at a level 7 or above on the Florida Alternative Assessment in Science.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>There were no students in this category in 2012.</p>	<p>100% (1)</p>
<p>Problem-Solving Process to Increase Student Achievement</p>	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	UNIQUE: Monthly Benchmark Assessments UNIQUE: Checkpoints and Profile Comparisons CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information	Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints,

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Modeled Lessons	K-5	Science Point of Contacts, Reading Coach, District Support	K-5 Classroom teachers, Science Teachers, Science Point of Contacts	Quarterly	Monitor Lesson Plans	Principal, Assistant Principal, Reading Coach, Team Leaders
5 E Planning and Science Notebooks	K-5	Science Point of Contacts, Reading Coach, District Support	K-5 Classroom teachers, Science teachers, Science Point of Contacts	November, 2012	Review of Science notebooks	Principal, Assistant Principal, Team Leaders, Science Point of Contacts

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving proficiency on 2013 FCAT writing (3.0 or higher) will increase from 67% (62) to 74% (88). Sixty seven percent or 62 students scored a three or better on FCAT writing for 2012. On the FCAT 2013, 74% of the students will score a 3.0 or better. This will be an increase of 22 students achieving a 3.0 or higher on the writing test in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (62)	74% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Rigor:</p> <p>Lessons do not routinely include tasks or questioning strategies that promote critical thinking, independent or creative thinking. Students do not have opportunities to engage in rigorous talk, explaining, and reasoning aligned with the standards. More opportunities are needed for students to write, revise and develop portfolios.</p>	<p>Students will understand what is required to demonstrate successful mastery(4.0) in writing through instruction focused on the rubric and anchor papers.</p> <p>Teachers will use cooperative strategies to support student discussion and writing activities as students work with a partner to evaluate each other's writing based on the rubric and have an opportunity to edit and revise the writing piece.</p> <p>All written work will have appropriate capitalization, punctuation, and complete sentences.</p>	<p>Reading Coach, Principal, Assistant Principal, Leadership Team, District support</p>	<p>Monitor lesson plans monthly and provide feedback.</p> <p>Classroom observations, walkthroughs, CTEM process, Review student portfolios, attend student led conferences; all with feedback.</p>	<p>Quarterly writing prompt, Teacher scored writing samples, FCAT, Collier Writes</p>
2	<p>Use of Informational Text across all Content areas:</p> <p>Students do not have sufficient practice in the use of informational text across all content areas to teach Reading and Writing skills, strategies, comprehension and vocabulary.</p>	<p>Teachers will be provided professional learning based on the writing rubric, anchor papers and Webb's Depth of Knowledge.</p> <p>Teachers will be accountable for implementing professional learnings.</p> <p>Students will use Fiction and Non-Fiction texts to build thinking and comprehension strategies to compare and contrast text.</p> <p>Opportunities will be provided for students to write and rewrite before assigning a grade.</p>	<p>Principal, Assistant Principal, Reading Coach</p>	<p>Monitor lesson plans monthly.</p> <p>Classroom Observations, CTEM process, Lesson Study implementation; all with feedback.</p>	<p>Quarterly writing prompt, Teacher scored writing samples, FCAT, Collier Writes</p>
3	<p>Interactive Learning Strategies and Differentiated Instruction:</p> <p>Instruction is not routinely driven by data and does not always address individual student needs.</p>	<p>PLCs will meet each month to examine, interpret and analyze data to plan and assist with instructional decisions and determine appropriate activities for acceleration and extension.</p> <p>Data Chats will be held routinely for teachers and administrators; students and teachers; and student to parent in Student Led Conferences.</p> <p>A writing portfolio will</p>	<p>Principal, Assistant Principal, Reading Coach, INSS</p>	<p>Meeting Minutes entered into Data Warehouse</p> <p>Conference summary notes, parent sign in logs.</p> <p>Portfolio review</p>	<p>Quarterly writing prompt, Teacher scored writing samples, FCAT, Collier Writes</p>

be maintained which will be available for review upon request.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	One student will score at 4 or higher in writing on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students in this category in 2012.	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	Teachers will provide explicit instruction in the use of text features focused on: writing conventions of spelling, punctuation and grammar.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons

					UNIQUE Goals, Preferences, Skills (GPS)
					CTEM

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Consistent Application of Writing Rubrics	K-5	Reading Coach	K-5 teachers related arts teachers	Early Release Day meetings	Review of writing samples and portfolios	Principal, Assistant Principal, Reading Coach
Implementation strategies for conventions, spelling, punctuation in student writing. Student Revision strategies	K-5	Reading Coach	K-5 teachers related arts teachers	PLC meetings	Lesson Plan reviews, Review of Monthly student writing	Principal, Assistant Principal, Reading Coach
Journaling and notebooks; short and extended responses to text	K-5	Reading Coach	K-5 teachers related arts teachers	PLC meetings	Review of notebooks and journals	Principal, Assistant Principal, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To assist with the Write Traits program.	Young Authors Student writing books, seals	SAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	<p>Goal 1: By July 2013, the Average Daily Attendance will increase from 96% to 97%.</p> <p>Goal 2: By July 2013, the percent of students accruing 10 or more days absent in one year will decrease by 3%.</p> <p>Goal 3: By July 2013, the percent of students accruing 10 or more tardies in one year will decrease by 3%.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (602)	97% (609)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30%(225)	27% (169)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
18% (112)	15% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unexpected events at home keep children from arriving at school on-time.	Provide a positive reward program/celebration for children to reduce the number of tardies.	School Guidance Counselor, Classroom teachers	MTSS,review PBS data, analyze Data Warehouse information	TERMS reports, Student PASS data, Data Warehouse
2	A variety of home events or illness can cause children to miss school for an entire day or longer.	An incentive/celebration will be provided for students with previous attendance issues that demonstrate improved attendance.	School Guidance Counselor	MTSS,review PBS data, analyze Data Warehouse information	TERMS reports Student PASS data
3	Accurate accounting of student tardies, early dismissals, and absences is needed to assist with student achievement.	Implement the Student PASS program with fidelity.	School Guidance Counselor, Data Entry, Assistant Principal, office staff	Review and analyze Student PASS data	Student PASS data
	Students being	Initiate a counseling	School Guidance	Review student	Report

4	frequently tardy or absent miss academic work and skills needed for student achievement.	group outside of instructional time for children who are frequently tardy or absent.	Counselor, School Psychologist, classroom teachers	performance on standardized achievement tests, district assessments, TERMS, review attendance data	cards, Student PASS data, TERMS reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of PBS	K-5	School Guidance Counselor	Assistants	August, 2012	Student Pass referrals review	Assistant Principal, School Guidance Counselor
PBS in the classroom	K-5	School Guidance Counselor, Psychologist	K-5 teachers	September, 2012 PLC meetings	Student Pass referrals review	Assistant Principal, School Guidance Counselor
Behavior Plans, 504, IEP's, PMP's	K-5	School Guidance Counselor, INSS, Psychologist	K-5 teachers	January, 2013	Review students with testing accommodations	School Guidance Counselor, Psychologist, INSS
PBS in the cafeteria, on the bus	K-5	School Guidance Counselor	K-5 teachers, Assistants, Bus drivers	December, 2012	Student Pass data review	School Guidance Counselor
Data collection for PBS	K-5	School Guidance Counselor	K-5 teachers, Non-Instructional Staff	faculty meetings	Student Pass data review	School Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide positive reward program for children to improve behavior.	Incentives, rewards, certificates	School Based Funds	\$300.00
Provide positive reward program for children who have demonstrated good behavior.	ice cream, gift certificates, buttons, novelty items	MacDonald's, Kiwanis	\$500.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Goal 1: By July 2013, the number of in-school suspensions will be 0. Goal 2: By July 2013, the number of out of school suspensions will be 0. We will maintain our philosophy of no school suspensions for the 2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (1)	0% (0)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Zero tolerance offenses may necessitate suspensions.	Provide a positive reward program for children who demonstrate behaviors that may be in need of possible suspensions.	Assistant Principal, School Guidance Counselor, Psychologist, YRD, classroom teachers	MTSS, review PBS forms, analyze discipline records	TERMS reports, Student PASS reports
2	It is difficult to provide early identification of students who may necessitate future suspensions.	Implement PBS strategies and activities to prevent incidents that may warrant a suspension.	School Guidance Counselor, Psychologist, Principal, Assistant Principal, YRD, classroom teachers	MTSS, review of PBS forms and process, analyze discipline records	TERMS reports, Student PASS reports
3	Students lacking appropriate social skills or problem solving skills may demonstrate	Provide proactive guidance groups to develop social and problem solving skills.	School Guidance Counselor, Psychologist, YRD, classroom teachers	MTSS, PBS forms, analyze discipline records	TERMS reports, Student PASS reports

behavior requiring a suspension.				
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bully Awareness	K-5	School Guidance Counselor, YRD, Psychologist	Students in classrooms, K-5 teachers	November, 2012	Monitoring Bullying reports Monthly	School Guidance Counselor, Psychologist, Assistant Principal
Love and Logic Lessons	K-5	School Guidance Counselor, Psychologist	Students in classrooms, K-5 teachers	faculty meetings	Review usage of the Love and Logic materials	School Guidance Counselor, Psychologist

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement PBS strategies and activities to prevent incidents that may warrant a suspension.	rewards, incentives,	School Based funds, Kiwanis	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement	
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Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percent of parents involved in school activities will increase from 50% to 60%. We have identified a need to increase parent involvement activities directly related to student achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (312)	60% (374)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL parents may not be able to understand the conferences, trainings due to a language barrier.	Provide more opportunities for use of the translation equipment. To provide all notices, bulletins, flyers and newsletters printed both languages.	ELL contact, classroom teachers, Principal, Assistant Principal	Interviews with parents	logs on use of the equipment copies of materials disseminated in both languages Results of Interviews
2	Parents may not know how to actively participate with their child's academic achievements.	Student led conferences will be held at which time the students discuss and review with their parents their academic accomplishments.	Classroom teachers, Principal, Assistant Principal	observations of conferences held, analysis of parent interviews, surveys	sign in logs reviewed, results of parent interviews and surveys
3	Parents need to know more about student achievement.	Conferences with parents of struggling students will be held quarterly.	Classroom teachers, ELL contact, School Guidance Counselor, Principal, Assistant Principal	Review student progress reports, review phone logs, Review parent conference forms in Data Warehouse	TERMS, parent information, parent conference notes in Data Warehouse
4	Parents do not know how to help their children with homework.	Provide parent training opportunities to support parents with strategies and activities for literacy and Math.	ELL contact classroom teachers, School Guidance Counselor, Media Specialist, Principal, Assistant Principal	review of report cards, progress reports, parent conference logs, parent interviews, surveys	Data Warehouse parent conference notes, MTSS meeting summary notes in Data Warehouse, parent survey results
5	Parents may not understand the new Standards Based Progress Reports.	Train parents in the new K-3 Standards Based Progress Reports.	K-3 Classroom teachers, Reading Coach, Principal, Assistant Principal	Parent conference notes in Data Warehouse, parent interviews and surveys,	Sign in Logs reviewed, results of parent surveys and interviews

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parents and Technology	K-5	Technology Teacher	Parents, PTO members, community representatives	February, 2013	Completed Evaluation forms	Principal, Assistant Principal, Tech teacher
Standards Based Progress Reports	K-3	Reading Coach, Assistant Principal	Parents, PTO members	November, 2012	Parent survey, review of completed SBPR	Principal, Assistant Principal, Reading Coach
Student Led Conferences	K-5	Reading Coach	Parents, PTO members,	December, 2012	Parent survey, review of student portfolios, observation of student led conferences	Principal, Assistant Principal
Literacy and Homework Activities for Parents	K-5	Reading Coach, Media Specialist	Parents, PTO members, Community representatives	March, 2013	Completed Evaluation forms,	Principal, Assistant Principal, Reading Coach, Media Specialist

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide books, articles, video's for parent training and reference.	Books, materials, supplies, videos,	PTO School Based funds	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Many teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from the district.	District support staff, Principal, Assistant Principal, Leadership team, Points of contact	Classroom Walkthroughs, review of lesson plans and provide feedback, CTEM process with feedback.	Review of sign in logs, Monthly review of lesson plans
2	Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content.	District support staff, Principal, Assistant Principal, Leadership team, Points of contact	Review of lesson Plans and provide feedback, classroom walkthroughs and CTEM process with feedback.	Quarterly Assessments, monthly review of lesson plans
3	Students are reluctant to discuss, share, conceptualize STEM information, skills and strategies.	Establish classroom Science Buddies. Visit organizations that support and enhance STEM concepts such as: Rookery Bay, Conservancy, CREW.	Principal, Assistant Principal, Classroom teachers, Leadership team, Team Leaders	Monitor classroom and student logs of contact, Classroom Walkthroughs, Monitor lesson plans and provide feedback, Logs of visits	Quarterly Assessments
4	Staff need more support and assistance with effective integrating of technology with Science and Math lessons.	Provide support and resources to integrate technology and Discovery Education to develop model lessons.	Principal, Assistant Principal, Building Technology Specialist, Team Leaders, Science Points of Contacts, District support staff	Classroom Walkthroughs, Monitor lesson plans and provide feedback,	Monthly review of lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview of STEM	K-5 teachers	Team Leaders, district support staff	All K-5 teachers	Early Release Day	Monthly review of lesson plans with feedback, CTEM process	Principal, Assistant Principal
Strategies and Concepts for Successful Integration	K-5 teachers	Team Leaders, district support staff	All K-5 teachers	Early Release Day	Monthly review of lesson plans with feedback, CTEM process	Principal, Assistant Principal
Educators will present or attend the 2013 STEM conference.	K-5 teachers	Team Leaders, district support staff	Science teachers	January, 2013	Review of staff participation through sign in sheets	Principal, Assistant Principal
Building Instructional Technologist will participate in quarterly	K-5 Instructional technology	District staff	IR teacher	Quarterly	Review of participant sign in logs	Principal, Assistant Principal

meetings through Edmodo.					
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide supplies for STEM staff development activities.	Paper, ink, assorted classroom supplies	School Based Funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide release time for the Building Technology Specialist to offer staff development opportunities within the classroom.	The BTS will assist teachers with implementing Discovery Education resources within Science and Math lessons.	School Based Funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of STEM Goal(s)

Additional Goal(s)

Community Partnerships Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Community Partnerships Goal Community Partnerships Goal #1:			To nurture and engage an active community of families, organizations and volunteers who will work with the district to help all students succeed.		
2012 Current level:			2013 Expected level:		
8% (4) partnerships			10% (6) partnerships		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More volunteers are needed in the classrooms to provide individual assistance to students to increase student achievement.	Recruit more volunteers to assist in the classroom with students in reading and math activities.	Volunteer Coordinator, classroom teachers	review the number of hours donated by volunteers	Five Star School Award, FCAT results
2	Additional Community and business partnerships are needed to assist the school, students, families achieve success.	Create more community partnerships to overcome the cultural, language, poverty and other barriers to students achieving success.	School Guidance Counselor, Volunteer Coordinator, classroom teachers	review the donations, resources and contributions made by organizations and individuals to the school, and families	FCAT results, review Student PASS data, Five Star School Award data
3	Opportunities for students to participate in Service Learning projects is needed to increase student achievement.	Organize an opportunity for students to partner with a community organization to create and maintain a garden.	School Guidance Counselor, grades 4-5 classroom teachers, PTO	Survey students and community partners, parents of involved students, PTO members	Results of survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation	K-5	Volunteer Coordinator	Parents, community members, PTO members, Service organizations	September, 2012	review Volunteer numbers and completed applications; Monitor number of hours and activities provided by Volunteers	Volunteer Coordinator

Budget:

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

End of Community Partnerships Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of an After School reading program.	A grant for an after school program for supplies, materials, salaries.	The Martin Foundation	\$18,000.00
Reading	Provide additional non-fiction texts to media center and classrooms.	Classroom libraries and additional books for the Media Center.	School Based funds Stone Bridge Ladies Group	\$10,000.00
CELLA	Provide supplies, resources, materials.	Testing materials, classroom supplies, reading materials, writing notebooks	School Based Funds	\$300.00
Mathematics	Continued implementation of the Math program should incorporate new activities, math skills, and strategies.	Math supplies, resources, manipulatives	School Based funds	\$500.00
Writing	To assist with the Write Traits program.	Young Authors Student writing books, seals	SAC	\$2,000.00
Attendance	Provide positive reward program for children to improve behavior.	Incentives, rewards, certificates	School Based Funds	\$300.00
Attendance	Provide positive reward program for children who have demonstrated good behavior.	ice cream, gift certificates, buttons, novelty items	MacDonald's, Kiwanis	\$500.00
Suspension	Implement PBS strategies and activities to prevent incidents that may warrant a suspension.	rewards, incentives,	School Based funds, Kiwanis	\$300.00
Parent Involvement	To provide books, articles, video's for parent training and reference.	Books, materials, supplies, videos,	PTO School Based funds	\$300.00
STEM	To provide supplies for STEM staff development activities.	Paper, ink, assorted classroom supplies	School Based Funds	\$200.00
				Subtotal: \$32,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase tier 1 activities to further language acquisition and vocabulary development.	Brain Pop	School Based funds	\$1,400.00
Reading	Provide for more intensive reading materials for struggling readers.	Quick Reads	School Based funds	\$1,000.00
				Subtotal: \$2,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To enhance and further professional development activities.	Supplies, Materials to provide staff development.	School Based funds	\$500.00
STEM	To provide release time for the Building Technology Specialist to offer staff development opportunities within the classroom.	The BTS will assist teachers with implementing Discovery Education resources within Science and Math lessons.	School Based Funds	\$400.00
				Subtotal: \$900.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$35,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Implement Writing Initiatives	\$2,000.00
Provide support for media center activities	\$1,000.00

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

The Naples Park Elementary School (NPE) School Advisory Council (SAC) reviews school data quarterly. This includes information disseminated that is relevant to our school improvement goals, strategies and activities. At NPE, the SAC meets monthly to provide guidance, support and suggestions for the implementation of our school improvement plan. Writing is a special area of interest for our SAC. The committee continues to provide support for writing activities across all the grade levels. Our SAC will continue to review, discuss, and offer suggestions for school initiatives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Collier School District NAPLES PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	78%	55%	57%	277	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	63%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	56% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District NAPLES PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	81%	83%	51%	301	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	70%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	70% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested