FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EAST NAPLES MIDDLE SCHOOL

District Name: Collier

Principal: Mr. Joseph J. Mikulski

SAC Chair: Ms. Susan Edwards

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/19/2012

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	Joseph J. Mikulski	Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (ESOL), Endorsement Educational Leadership, (all Levels) School Principal, (all Levels) BS - Elementary Education MS - Educational Leadership	2	5	School Grades: 2011-12- A 597 points East Naples Middle School (Collier) 2010-11- A 546 points East Naples Middle School (Collier) 2009-10- C 457 points Lake Trafford Elementary (Collier) High Standards: 2011-12 Reading- 55% Math- 52% Writing- 73% Science- 42% 2010-11 Reading- 67% Math- 64% Writing- 89% Science- 45% 2009-10 Reading- 60% Math- 60% Writing- 85% Science- 23% Learning Gains: 2011-12 Reading- 70% Math- 74% 2010-11 Reading- 66% Math- 72% 2009-10 Reading- 56% Math- 51% Lowest 25%: 2011-12 Reading- 76% Math- 73%

| | | | | | 2010-11 Reading- 71% Math- 73% |
| | | | | | 2009-10 Reading- 68% Math- 54% |

| Assis Principal | Pamela A. Vickaryous | Certifications: Elementary Education, (grades 1 - 6)

English For Speakers of Other Languages ESOL, Endorsement

Reading Endorsement

Degrees: BS - Elementary Education;

MS- Educational Leadership | 1 | 4 | School Grades:
2011-12- A 562 points Manatee Elementary (Collier)
2010-11- C 468 points Manatee Elementary (Collier)
2009-10- B 516 points Manatee Elementary (Collier)

High Standards:
2011-12 Reading- 57% Math- 59% Writing- 81% Science- 52%
2010-11 Reading- 65% Math- 67% Writing- 76% Science- 39%
2009-10 Reading- 71% Math- 67% Writing- 92% Science- 31%

Learning Gains:
2011-12 Reading- 77% Math- 85%
2010-11 Reading- 58% Math- 49%
2009-10 Reading- 72% Math- 60%

Lowest 25%:
2011-12 Reading: 91% Math- 91%
2010-11 Reading- 68% Math- 46%
2009-10 Reading- 68% Math- 55% |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Intervention Support Specialist	Nancy Smith	BA: Elementary Education MED: Instructional Leadership Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (ESOL), Endorsement Exceptional Student Education, (grades K - 12) Prekindergarten/Primary Education, (age 3 - Grade 3) School Principal, (all Levels)	2	10	Twenty nine years in Collier County Schools as teacher, Program Specialist, Ass't Principal, Reading Coach, RtI/PBS Coach and Intervention Support Specialist. In year 2009-10, EPE moved from an F to a D grade. In 2010-2011 EPE moved from a D to C grade where I served as RtI/PBS Specialist.
Math	Alan Dozer	Elementary Education, (grades 1 - 6) Middle Grades Integrated Curriculum, (grades 5 - 9)	3	5	Eight years teaching experience in a high risk school in Collier County and two years as Math Intervention Specialist. The school met AYP in 4 out of the 5 categories in 2009-10 school year.
Reading	Dana Tracy	BA/Elementary Education, (grades 1 - 6) M.E.d/Reading, (grades K - 12) Certifications: English For	4	3	Twelve years as an elementary teacher in an "A" school. This school made AYP during those years. Intensive reading teacher for one year.

		Speakers Of Other Languages (ESOL), Endorsement			Three years as Reading Coach at ENMS.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	2. Careful selection of mentor/mentee teams ensures that first and second year teachers have a strong support team.	Principal/Assistant Principal	Ongoing	
2	3. Regularly scheduled Professional Learning Communities with mentor/mentee teams and administration focuses on staff development unique to first and second year teachers.	Principal/Assistant Principal	Ongoing	
3	4. Periodic surveys and regularly scheduled Professional Learning Communities allow for a truly collaborative school environment.	Principal/Assistant Principal	Ongoing	
4	1. High quality, highly qualified teacher are recruited through district screening tools and a structured interview process.	Principal/Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	5.5%(4)	32.9%(24)	39.7%(29)	21.9%(16)	30.1%(22)	137.0% (100)	17.8%(13)	0.0%(0)	41.1%(30)

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
Tamara Zink	Jorge Nieves	Experienced teacher/teacher new to ENMS	Bi-monthly teacher connection, technology inservices, content/subject matter discussions, MTSS discussions, CTEM, Collier County procedures/practices and other teacher requested trainings.
			Bi-monthly teacher connection, technology inservices,

Deborah Graham	Michelle Benton	Experienced teacher/teacher new to ENMS	content/subject matter discussions, MTSS discussions, CTEM, Collier County procedures/practices and other teacher requested trainings.
Kerry Garrett	Tanya Rutizer	Experienced teacher/teacher new to ENMS	Bi-monthly teacher connection, technology inservices, content/subject matter discussions, MTSS discussions, CTEM, Collier County procedures/practices and other teacher requested trainings.
Carolyn Polumbo	Darla Williams	Experienced teacher/teacher new to ENMS	Bi-monthly teacher connection, technology inservices, content/subject matter discussions, MTSS discussions, CTEM, Collier County procedures/practices and other teacher requested trainings.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
• The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
• Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.
• Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
• Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
• LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
• Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
• Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
• Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
• As applicable, depending on school:
• District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

Title I, Part D

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

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

Head Start

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

Adult Education

Career and Technical Education

Career and Technical Education
Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.
Career and Technical Education
Career Education students are offered the opportunity to earn a third party industry-approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready-to-Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate Real-world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

Job Training

Job Training
Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.
In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The East Naples Middle School RtI Leadership Team consists:
Mr. Joe Mikulski- Principal
Mrs. Pamela Vickaryous- Assistant Principal
Mrs. Michelle Gordon- Dean of Students
Mrs. Dana Tracy- Reading Coach
Mr. Alan Dozer- Math Intervention Specialist
Ms. Nancy Smith- Intervention Support Specialist
Mrs. Carol Brehm- School Counselor
Ms. Susan Edwards- School Counselor
Ms. Rose Gonzalez- School Counselor

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 Leaderhip Team meets weekly. The meeting focuses on the areas of concern identified by student data and other informal data. The data teams meet weekly with the AP/CI to discuss progress monitoring and best instructional practices. The instructional coaches meet weekly to discuss student data and assist the teams in forming instructional hypothesis within the problem solving process as to effective instructional practices that will meet student needs. All meeting notes are entered into the local data warehouse. All data teams interface with each other to incorporate the whole child. Classroom teachers implement effective instructional strategies based on data and with the assistance of academic coaches. School Counselors meet with PLC data teams of teachers and individually with students to ensure social/emotional issues as well of scheduling issues are addressed to encourage student success. Principal/AP provide leadership and monitor the data teams through active participation in the problem solving process and following with the progress monitoring necessary for student success. Instructional coaches assist teachers with Highly-effective instructional strategies that are designed for student achievement. In addition, the coaches will model, mentor and co-teach to insure that the instructional staff is maintaining fidelity with the strategy implementation.

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 RtI Leadership Team provides teachers with the data trends that can assist in the designing of effective lessons and strategies that will improve student achievement. The team uses the data to guide in the problem solving process which includes progress monitoring. These data trends are the basis of the SIP goals and strategies for improvement.

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.

Tier I
Reading-FAIR data from PMRN;District Benchmark tests
Math-District formative tests from district data warehouse;
Social Studies- formative tests from district data warehouse;
Science-District formative tests from district data warehouse;
Writing-Baseline and monthly prompts; 6th grade using PARCC writing prompts
Behavior-Referral data from Student Pass both Positive and Negative Referrals (district database)

Tier II and Tier III
Reading, Math, Science, Social Studies, Writing, Behavior-ongoing progress monitoring from formative assessments; data entered and monitored in district data warehouse.
NOTE: lesson plans when used as a process to determine effectiveness of strategy are monitored by the principal and assistant principal. These plans are housed in ANGEL - our web-based school PLC information repository. Lesson plans are monitored not less than twice per month.

Our Professional Learning Communities (PLCs) meet as a grade level weekly to review and analyze formative data, as well as design instructional activities to target students with demonstrated weaknesses. The principal and assistant principal meet weekly with the teams to review data, discuss challenges, reflect on education practices, and provide suggestions/listen to suggestions for student improvement.

Our Intervention Support Specialist assists school teams that meet in professional learning communities throughout the RTI process. During these RTI meetings, the teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This Tier 1 data will be used during PLCs to follow the rate of student progress over time. Teachers share results and best practices.

As students fail to meet with success in Tier 1, students are referred to the school's RtI team and Tier 2 strategies. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.

Describe the plan to train staff on MTSS.

All instructional staff were invited to attend a two-day seminar prior to the teacher pre-planning week. The seminar focused on differentiated instruction and was provided by our school's partnership with the University of Florida Lastinger Program. In addition, staff will take part in mini-inservices during planning meetings at least quarterly and the MTSS instructional strategies will be addressed and shared among the professionals. Teachers will be observed through the Collier Teacher Evaluation Model and provided feedback in order to enhance their instruction. The Literacy Leadership Team will also receive additional inservice and will provide support to their team members. Monthly newsletters will be shared with the staff prepared by the Intervention Support Specialist designed to assist teachers to begin honing skills for instruction.

Describe the plan to support MTSS.

MTSS will be supported in bi-monthly data teams within departments to share data. Best practices and design detailed differentiated lessons. The data teams will also discuss trends and plan additional support for those students needing more assistance. This also will include those students that need rigor, and advanced opportunities to advance to the next level. Within these meetings current PMP's will be discussed. Close attention will be paid to the progress of our at-risk learners.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

East Naples Middle School
Literacy Leadership Team

Joe Mikulski, Principal; Pamela Vickaryous,A.P.C.; Michelle Gordon, Dean; Kerry Garrett, Math; Tamara Zink, S. Studies; Carol Williams, Reading; Carly Cross, Science; Deborah Graham, Math; Kayla Fulghum, Math; Amy Diemert, Science; Veronica Clark, Science; Alan Dozer, Math Coach; Dana Tracy, Reading Coach; Nancy Smith, Intervention Support Specialist; Oben Jones, Technology; Jennifer Gersten, P.E.; Nancy Smith, Speech; Sharon Schaefer, Math; Melissa Roxberry, Social Studies; Carol Brehm, School Counselor; Karen McLean, Media

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

The Literacy Leadership Team meets monthly to discuss progress of school's literacy and share common practices. Data will be shared from the various grade level assessments to determine which intervention protocols could be followed with fidelity. The team reviews formative assessment data, students' responses to intervention, and links them to instructional decisions. The team collaborates regularly with the aim of problem solving, sharing effective instructional practices, and evaluating implementation. All meetings are documented in the Collier County Data Warehouse.

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

The major initiatives of the Literacy Leadership Team this year are to support the strengthening of core instruction by providing leadership in the use of rigorous instruction, relevant engaging lessons, and building reading stamina. Support for the initiatives will be given through:
Continued implementation of academic vocabulary
Cornell Notes
T.H.I.E.V.E.S.
CTEM Implementation

On-line testing practice for 6th graders
Increased number of Reading Renaissance minutes
School-wide Tier I and Tier II intervention
Whole school research process
Lesson Plans
Differentiation
Webb's Depth of Knowledge Questions
Writing Response/ Journaling Implementation
Close Reading with a variety of text complexities

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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.

Reading education is prepared and taught in all content areas and related arts. Every teacher advances this by Modeling, Pre-reading, during reading, and after reading strategies. Teachers of reading (content and related arts) embrace the following strategies when utilizing reading material:
1. Activating background knowledge and making connections between new and known information.
2. Self-questioning the text to clarify meaning.
3. Drawing inferences from the text using background knowledge and clues from the text.
4. Determining importance in text to separate details from main idea.
5. Employing fix-up strategies to repair confusion.
6. Utilizing sensory images to enhance comprehension and visual reading.
7. Synthesizing and extended thinking activities.
The following cross-curriculum reading programs, are but a small number of examples, addressing cross-curriculum reading programs at ENMS:
T.H.I.E.V.E.S., Webb's Depth of Knowledge Questions, Writing Response/Journaling, Intertextual Triads, Close Reading Procedures, Cornell Notes, Thinking Maps, McRell, Criss, Thinking Aloud, Shared Reading, Graphic Organizers, Cognitive Strategy Instruction and Applied Differentiated Instruction.

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

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

*High Schools Only

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

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

N/A

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?

N/A

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of FY 13, 28% of students will score a level 3 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(259 students)	28%(305 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive professional learning opportunities by instructional coaches in order to deepen their understanding of writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of Level 3 students.	Principal; Assistant Principal; Dean of Students; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data from common assessments in order to inform planning and instructional decisions.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0;

2	Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held with students for the purpose of goal setting and reviewing individualized data: admin. to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will implement best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Classroom Teachers; Students	of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (in Reading/ Language Arts) across a minimum of six times this school year. Cornell notes will also be used in classrooms.		coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	1. Rigor	1.a. Rigor: Teacher will develop higher-order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Principal; Assistant Principal; Reading Coach; Classroom Teacher; INSS; Students;	Lesson Plans; Classroom Observations; CTEM Coaching Cycle	CTEM; PLC Meetings & Notes; Common Formative and Summative assessments;
5	2. Interactive:	2.a. Interactive: During PLCs, teacher will triangulate data to determine appropriate opportunities for extension and acceleration of Level 3 Reading students.	Principal; Assistant Principal; Reading Coach; Classroom Teacher; INSS; Students;	Lesson Plans; Classroom Observation; PLC Meetings & Notes; Coaching Cycle	CTEM; Lesson Plans; PLC Meetings & Notes; Common Formative and Summative assessments;
6					

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

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

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

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

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

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.			By the end of FY 13, 31% of students will score above a level 3 on the FCAT Reading test.	
	Reading Goal #2a:				
	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	28% (263 students)			31% (338 students)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teacher will develop higher-order questions that are text dependent and require students to utilize close reading and rereading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard and to provide evidence of mastery at exemplary levels. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of students scoring level 4 and 5.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using CTEM observation notes. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; TEM; Benchmark Tests; FCAT 2.0; Common Assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led

2			in 6th grade student to parent (student led conference) 2.d. Interactive: During PLC's teacher will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms.		observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	1. Rigor:	1.a. Rigor: Teachers will guide students to independently write and respond to higher-level text dependent questions. Students will collaborate with peers in a small group or whole group format to express their critical thinking skills while using evidence points from texts to support their learning.	Principal; Assistant Principal; Reading Coach, Classroom Teachers, Students, INSS	Lesson Plans; Classroom Observation; CTEM	CTEM; Journaling/ Notebooking; Short & Extended Response items
5	2. Interactive:	2.a. Interactive: Teachers will guide students to write data-driven goals in order to focus on areas in need of improvement.	Principal; Assistant Principal; Reading Coach; Classroom Teachers, Students, INSS, Guidance Counselor,	Data Notebooks; Student Profile Sheets;	Data Warehouse Reports; CTEM; Assessment Data

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of FY 13, 73% of students will make Learning Gains on the FCAT Reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:

70% (611 students) | 73% (748 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive Professional Learning Opportunities on writing and utilizing higher-order questions. Maintain high expectations for all students to appropriately respond to higher-order questions, providing scaffolded support, and structure as appropriate for low expectancy students, enabling their success in meeting rigorous expectations. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation. 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase student achievement. 1.e. Rigor: Through differentiated instruction and multi-tiered supports, Teacher will scaffold support for meeting high expectations. Intensive classes will be provided to meet the specific needs of students through small group instruction. Technology programs will be used to promote critical thinking and lead students toward independent practice.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction:	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to	Principal; Assistant Principal;	Utilize research-based effective teaching strategies. Collect data using	Common Formative an Summative assessments; Administrator's Evaluations (CTEM);

2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Reading Coach; Math Coach; INSS; Classroom Teachers; Students	common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.		PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Learning Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a. Interactive Learning Strategies: Increased use of vocabulary graphic organizers, including the Fryer Model and Word Maps, Close Reading and Marzano vocabulary strategies 2.b. Interactive Learning Strategies: Implement school-wide 31 minute Rti block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments
5	2. Interactive Learning Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text.	2.a. Interactive Learning Strategies: Provide increased direct instruction of process of reading texts 2.b. Interactive Learning Strategies: Implement school-wide 31 minute Rti block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs; Ongoing Progress Monitoring; Coaching Cycle	FAIR; Benchmark tests; Common Assessments;

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of FY 13, 78% of students in the Lowest 25% will make learning gains on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (167 students)	78% (200 students)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation. 1.d. Rigor: Through differentiated instruction and multi-tiered supports, Teacher will scaffold support for meeting high expectations. Intensive classes will be provided to meet the specific needs of students through small group instruction. Technology programs will be used to promote critical thinking and lead students toward independent practice.	Principal; Assistant Principal; Reading Coach; Math Coach; SIOP Coach; INSS	Monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations focused on Higher-Order Questions; CTEM- Using the teacher evaluation system to collect data on engaging students by using higher-order questioning Coaching Cycle	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments
	2. Interactive Learning Strategies and	2.a. Interactive: PLC's will meet bi-weekly for	Principal;	Lesson Plans;	CTEM;

2	Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide support for students based off of data collected by the teacher. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's. 2.d. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference)	Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students;	PLC Meeting and Notes; Classroom Observation; CTEM	Benchmark Tests; FCAT 2.0; Common Assessments
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		Notes will also be used in all classrooms.		observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a. Interactive Learning Strategies: Increased use of vocabulary graphic organizers,such as Frayer Model and vocabulary maps, THIEVES Pre Reading Strategy, Cornell Notes, Close Reading strategies and Marzano vocabulary strategies 2.b. Interactive Learning Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments
5	2. Interactive Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text and require strategic planning and instruction.	2.a. Interactive Learning Strategies: Interactive Strategies: Teachers will utilize benchmark assessments to develop and implement small group instruction focused on direct instruction strategies to increase student reading ability. 2.b. Interactive Learning Strategies: Implement school-wide 31 minute Rti (Gator Time) block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	FAIR Benchmark tests Common Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : By the end of FY 13, 67% of students will meet annual measurable objectives (AMOs) in Reading.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%					

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:	By the end of FY 13, 67% (730) of students will score at least a level 3 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 69% (210)
Black: 47% (76)
Hispanic: 48% (205)
Asian: 79% (11)
American Indian: 46% (6)

White: 74% (258)
Black: 54% (103)
Hispanic: 63% (312)
Asian: 93% (10)
American Indian: 53% (8)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be maintained by all teachers.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. Coaching Cycle	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will identify and collaborate about	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

			appropriate differentiated instructional strategies to address specific at-risk subgroups. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
3		3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

			a minimum of six times this school year. Cornell Notes will also be used in all classrooms.			
	4	1. Rigor:	1.a. Rigor: Monitor students' ability to respond to higher-order questions with textual evidence to support the response. Assess whether the question produced the strategic and/or extended thinking necessary to successfully master the standard/benchmark.	Principal; Assistant Principal; Reading Coach; Teachers; SIOP Coach;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. Coaching Cycle	CTEM/ Administrator's Evaluation; Benchmark tests; Common Assessments both Formative and Summative;
	5	2. Interactive Strategies:	2.a. Interactive Strategies: Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2.b. Interactive Strategies: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	Principal; Assistant Principal; Reading Coach; Teachers; SIOP Coach; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction	FAIR Benchmark tests Common Assessments both Formative and Summative; CTEM/ Administrator's Evaluation; Lesson Plans; PLC Meeting Minutes;

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				with specific feedback provided to teachers.	
6	2. Interactive Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a. Interactive Strategies: Increased use of vocabulary graphic organizers,such as Frayer Model and vocabulary maps, THIEVES Pre-Reading Strategy, Cornell Notes, Close Reading strategies and Marzano vocabulary strategies 2.b. Interactive Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments
7	2. Interactive Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text and require strategic planning and instruction.	2.a. Interactive Strategies: Teachers will utilize benchmark assessments to develop and implement small group instruction focused on direct instruction strategies to increase student reading ability. 2.b. Interactive Strategies: Implement school-wide 31 minute Rti (Gator Time) block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walk Thru Ongoing Progress Monitoring	FAIR Benchmark tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By the end of FY 13, 48% of students will score at least a level 3 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(152 students)	48% (84 students)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1. Rigor:

Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking</td><td>1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS.

1.b. Rigor: Teachers will be provided Professional</td><td>Principal;

Assistant Principal;

Reading Coach;

Math Coach;

INSS;

SIOP Coach;</td><td>Administration will monitor Lesson Plans and provide feedback for teachers;

PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse;</td><td>CTEM;

Benchmark Tests;

FCAT 2.0;

Common Assessments;

Student Data Chats;

Webb's Depth of</td></tr>
</table>

		1		Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers; ELL Facilitator; ELL Tutors;	Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. ELL Committee Meetings.	Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
		2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
			3. Use of informational	3.a. Use of Informational	Principal;	Utilize research-based	Writing exemplars;

	3	text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.	Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
	4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a Interactive Strategies: Increased use of vocabulary graphic organizers,such as Frayer Model and vocabulary maps, THIEVES Pre-Reading Strategy, Cornell Notes, Close Reading strategies and Marzano vocabulary	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments

			strategies 2.b. Interactive Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies		
5		2. Interactive Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text and require strategic planning and instruction.	2.a. Interactive Strategies: Teachers will utilize benchmark assessments to develop and implement small group instruction focused on direct instruction strategies to increase student reading ability. 2.b. Interactive Strategies: Implement school-wide 31 minute Rti (Gator Time) block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs Ongoing Progress Monitoring Coaching Cycle	FAIR Benchmark tests
6		2. Interactive Strategies: Students lack the appropriate reading strategies which includes decoding and sight-word acquisition to gain adequate comprehension of text.	2.a. Interactive Strategies: Teachers will provide additional decoding strategies and sight word practice in ELL classrooms. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for high expectations. 2.b. Interactive Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies for ELL Students. 2.c. Interactive Strategies: ELL students will be provided extended academic time focusing on areas in need of improvement during the school after school program.	Principal; Assistant Principal; Reading Coach; ELL teachers; ELL Facilitator; ELL Tutors; SIOP Coach; Classroom Teachers;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
		1. Rigor: Students lack the appropriate background knowledge and experience in academic vocabulary skills and require strategic planning and instruction.	1.a. Rigor: Increased use of vocabulary graphic organizers, to include the Frayer Model and Word Maps, THIEVES Pre-Reading Strategies, Cornell Notes, Close Reading and Marzano vocabulary strategies 1.b. Rigor: Implement	Principal; Assistant Principal; Reading Coach; ELL teachers; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests;

7	school-wide 31 minute Rti block to provide remediation and/or enrichment of reading strategies 1.c. Rigor: Implement co-teaching, small group instruction, and individualized instruction to maximize student achievement	SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	EOC Exams; Data Chats; Student Led Conferences in 6th Grade

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By the end of FY 13, 32% of students will score at least a level 3 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (27 students)	32% (40 students)

<table>
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<tr>
<td>1. Rigor:

Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking</td>
<td>1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS.

1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions.

1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation

1.d. Rigor: Teacher will accommodate classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction.

1.e. Rigor: Teachers collaborate in planning and share lesson plans to increase ESE teacher effectiveness.</td>
<td>Principal;

Assistant Principal;

Reading Coach;

Math Coach;

INSS;

ESE Inclusion Teachers;

Classroom Teachers;</td>
<td>Administration will monitor Lesson Plans and provide feedback for teachers;

PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse;

Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers;

Teacher's will check students' level of understanding</td>
<td>CTEM;

Benchmark Tests;

FCAT 2.0;

Common Assessments;

Student Data Chats;

Webb's Depth of Knowledge and C & I Non-negotiables electronic form;

Students' notebooks/journals/ex slips;

Common Formative Assessments;

Common Summative assessments</td>
</tr>
</table>

			through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. IEP Meetings	
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will accommodate classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction. 2.e. Interactive: Teachers collaborate in planning and share lesson plans using Angel to increase ESE teacher effectiveness. 2.f. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. IEP Meetings.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and	Principal; Assistant Principal; Reading Coach; Math Coach;	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments;

3	writing outside of language arts instruction.	extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teacher will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell Notes will be used in all classrooms.	INSS; ESE Inclusion Teachers; Classroom Teachers; Students	slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. IEP Meetings and Writing Goals.	Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience with academic vocabulary skills. This barrier requires strategic planning and explicit instruction in order to increase comprehension of text.	2.a. Interactive Strategies: Increased use of vocabulary graphic organizers, to include the Frayer Model and Word Maps, THIEVES Pre-Reading Strategies, Cornell Notes, Close Reading and Marzano vocabulary strategies 2.b. Interactive Strategies: Implement school-wide 31 minute MTSS block to provide remediation and/or enrichment of reading strategies 2.c. Interactive Strategies: Implement co-teaching, small group instruction, and individualized instruction to maximize student achievement	Reading Coach Teachers Principal APC	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the end of FY 13, 54% of students will score at least a level 3 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (348 students)	54% (454 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teacher will differentiate instructional strategies, working in small group, or individually with students to support student learning needs. 1.e. Rigor: Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	Principal; Assistant Principal; Reading Coach; Math Coach;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes;

2	become uniform practice across all classrooms.	2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 2.e.Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	INSS; Classroom Teachers; Students	identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

3		samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms.		Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience with academic vocabulary skills. This barrier requires strategic planning and explicit instruction in order to increase comprehension of text.	2.a. Interactive Strategies: Increased use of vocabulary graphic organizers, to include the Frayer Model and Word Maps, THIEVES Pre-Reading Strategies, Cornell Notes, Close Reading and Marzano vocabulary strategies 2.c. Interactive Strategies: Implement school-wide 31 minute MTSS block to provide remediation and/or enrichment of reading strategies 2.b. Interactive Strategies: Implement co-teaching, small group instruction, and individualized instruction to maximize student achievement	Reading Coach Teachers Principal APC	Classroom Walk Thru Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments

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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
					CTEM:	

Webb's Depth of Knowledge and Rigorous Higher Order Questioning	6-8	Reading Coach	All Teachers	Ongoing through PLCs, Teacher Connections, Early Release Days	Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach
Close Reading in the Content Area	6-8	Reading Coach	All Content Area Teachers	Ongoing through Teacher Connections, Early Release Days, and Staff Development Days	Classroom Walkthroughs and Observations/ CTEM	Principal; Assistant Principal; Reading Coach
THIEVES: Pre-Reading Strategies	6-8	Reading Coach	All Content Area Teachers	Teacher Connection/ Morning Professional Learning Time	Classroom Walkthroughs and Observations/ CTEM	Principal; Assistant Principal; Reading Coach
Data Analysis Training/ Using Results from Data Warehouse	6-8	Reading Coach; Math Coach; Assistant Principal; Dean of Students;	All Teachers	Ongoing through PLCs, Teacher Connections, Early Release Days	PLC Minutes; Data Chats with Teachers; CTEM;	Principal; Assistant Principal; Reading Coach
University of Florida: Engaging All Learners and Differentiation	6-8	UF Consultant; Reading Coach; Teacher Leaders;	All Teachers	Ongoing through PLCs and Pre-pre-service week	CTEM: Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach
Intertextual Triad training	6-8	Language Arts District Coordinator	Language Arts Teachers	Pre-Service Training	CTEM: Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach
Common Core Overview	6-8	District Language Arts Coordinator	All Teachers	Pre-Service Training	CTEM: Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach
Writing in All Classrooms	6-8	Reading Coach	All Teachers	Pre-Service Training; Ongoing through Teacher Connections and Early Release Days	CTEM: Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach
Cornell Notes	6-8	INSS Specialist	All Teachers	Ongoing through Teacher Connections	Walkthroughs; Lesson Plans; Student Journals	Principal; Assistant Principal; Reading Coach
Test Item Specifications Training and Analysis; Gridded Response	6-8	Reading Coach;	All Teachers	Teacher Connections	CTEM: Implementation in Classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hire 2 Title I Basic funded Tutors to support ELL student needs.	2 Title I Basic Tutors	Title I	$59,923.49
			Subtotal: $59,923.49
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: $59,923.49

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by 8% as measured by spring CELLA scores. This means 63% (72 students) of students will score proficient.
2012 Current Percent of Students Proficient in listening/speaking:	
57% (56 students)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Students are not held accountable for giving critical, independent and creative responses to higher-order questions.	1.a. Rigor: Teachers will plan for and include higher-order questions in weekly lesson plans so that questions are purposeful and aligned to NGSSS and CCSS. 1.b. Rigor: Teachers will be provided professional learning opportunities to scaffold questioning strategies in order to increase the listening/speaking skills of ELL students.	Principal; Assistant Principal; SIOP Coach; INSS; Reading Coach; Classroom Teacher; ELL Facilitator; ELL Tutors;	CTEM: PLCS Meeting Minutes that indicate focus on scaffolding instruction to improve ELL participation; Monthly classroom walkthroughs to observe use of cooperative learning structures.	CTEM data. Spring CELLA assessment.

		1.c. Rigor: During classroom observations, administrators will look for higher-order questions and opportunities for ELL learners to engage in collaborative learning opportunities.			
2	2. Interactive Strategies: Data Driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2.a. Interactive Strategies: Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the areas of Listening/ Speaking. 2.b. Interactive Strategies: ELL students will prepare dialogues and participate in collaborative conversations.	Principal; Assistant Principal; SIOP Coach; INSS; Reading Coach; Classroom Teacher; ELL Facilitator; ELL Tutors;	CTEM: PLCS Meeting Minutes that indicate focus on scaffolding instruction to improve ELL participation; Monthly classroom walkthroughs to observe use of cooperative learning structures. Lesson Plans monitored by Administration.	CTEM data. Spring CELLA assessment.
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside the language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses. Additionally, all students will engage in class presentations of their writing. 3.b. Use of Informational Text: Teachers will model how to support their writing with evidence from the text. Students will collaborate in small groups in order to strengthen writing and have conversations with peers.	Principal; Assistant Principal; SIOP Coach; INSS; Reading Coach; Classroom Teacher; ELL Facilitator; ELL Tutors;	CTEM: PLCS Meeting Minutes that indicate focus on scaffolding instruction to improve ELL participation; Monthly classroom walkthroughs to observe use of cooperative learning structures. Lesson Plans monitored by Administration.	CTEM data. Spring CELLA assessment.
4	1.Rigor: Students have insufficient content specific vocabulary to fully understand and use the English language. The students also have limited background knowledge of US cultural norms.	1.a. TE will conference individually with students to determine needs relative to language acquisition and develop a content language/vocabulary journal specific to student's needs. 1.b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for participation in oral language opportunities. 1.c. Utilize current event stories, real-life models, video clips, role-play 1.d. Identify and analyze different perspectives and	Principal; Assistant Principal; Reading Coach; INSS; Classroom Teacher(s); SIOP Coach; ELL Contact;	CTEM: PLC Meeting minutes that indicate focus on scaffolding instruction to improve ELL participation; Monthly classroom walkthroughs to observe use of cooperative learning structures	CTEM data Spring CELLA assessment FCAT FAIR Routine Classroom Assessments

		language references 1.e.Identify key vocabulary to connect meaning to comprehension 1.f. Utilize paraphrasing and fluency activities to improve comprehension. 1.g. Ask questions about key details in text or presented orally or through other media.			
5	2. Instructional Strategies: Lessons do not routinely incorporate tasks or opportunities allowing for students to engage in authentic conversations to build academic vocabulary Or to discuss with peers informational text across content areas	2.a. Instructional Strategies: Provide scaffold support for ELL learners through inclusion in small group support of L 1 and 2 students as appropriate. 2.b. Instructional Strategies: Teachers will utilize opportunities for collaborative conversations with diverse partners about grade level topics in both whole and small groups. These conversations will require students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. 2.c. Instructional Strategies: Ask questions about key details in text or presented orally or through other media.	Principal; Assistant Principal; Reading Coach; INSS; Classroom Teacher(s); SIOP Coach; ELL Contact; ELL Tutor(s)	Monthly classroom walkthroughs to observe use of cooperative learning structures	CTEM data Spring CELLA assessment FCAT FAIR Routine Classroom Assessments
6	2. Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2.a Instructional Strategies: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Data will be disaggregated to determine additional supports that may be needed to improve oral language skills of identified ELL learners.	Principal; Assistant Principal; Reading Coach; INSS; Classroom Teacher(s); SIOP Coach; ELL Contact; ELL Tutor(s)	Monthly classroom walkthroughs to observe use of cooperative learning structures	CTEM data Spring CELLA assessment FCAT FAIR Routine Classroom Assessments

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:	In 2013, 15% (17 students) will be proficient in Reading as measured by Spring CELLA.

2012 Current Percent of Students Proficient in reading:

14% (14 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: 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.	1.a. Rigor: Employ frequent checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.	Principal; Assistant Principal; Classroom teacher; ELL Facilitator; ELL Tutors; Reading coach;	Classroom Walkthroughs from administrators and coaches to observe Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map with appropriate checks for understanding.	FAIR; CTEM data, CELLA assessment data, Common Assessments; FCAT data;
2	2. Instructional Strategies: 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 some cases, illiteracy in the home.	2.a. Instructional Strategies: TE will conference individually with students to determine needs relative to language acquisition and develop a content language/vocabulary journal specific to student's needs. 2.b. Instructional Strategies: TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations.	Principal; Assistant Principal; Classroom teacher; ELL Facilitator; ELL Tutors; Reading coach; SIOP Coach;	Classroom Walkthroughs from administrators and coaches to observe Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map with appropriate checks for understanding.	FAIR; CTEM data, CELLA assessment data, Common Assessments; FCAT data;
3	2. Instructional Strategies: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2.a. Instructional Strategies: Monitor progress a minimum of once every 2 weeks using running records or mini-cloze reading assessments. 2.b. Instructional Strategies: 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.	Principal; Assistant Principal; Classroom teacher; ELL Facilitator; ELL Tutors; Reading coach; SIOP Coach;	Classroom Walkthroughs from administrators and coaches to observe Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map with appropriate checks for understanding.	FAIR; CTEM data, CELLA assessment data, Common Assessments; FCAT data;

		2.c. Instructional Strategies: Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read			
4	2. Instructional Strategies: The students do not have adequate opportunity for authentic practice, conversations and evaluations of their own or hers reading	2.a. Instructional Strategies: Provide scaffold support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate. 2.b. Instructional Strategies: As evidence of strategic and extended thinking in reading TE will hold students accountable for producing an oral analysis of multiple genres of thematically connected texts a minimum of six times per year. Depending on students' reading skills, the process may be implemented through Read-Alouds.	Principal; Assistant Principal; Classroom teacher; ELL Facilitator; ELL Tutors; Reading coach; SIOP Coach;	Classroom Walkthroughs from administrators and coaches to observe Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map with appropriate checks for understanding.	AIR; CTEM data, CELLA assessment data, Common Assessments; FCAT data;

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in the Writing subtest of CELLA will increase to 32% (36 students).

2012 Current Percent of Students Proficient in writing:
29% (29 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	1.a. Rigor: 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	Principal; Assistant Principal; Classroom teacher; ELL Tutor; ELL Facilitator; Reading coach;	Classroom Walkthroughs to observe teacher using the writing process to teach writing.	Monthly writing prompt data; Teacher created writing rubrics; Spring CELLA assessment data.

		writing, providing recommendations for improving the writing.			
2	3. Use of Informational Text: Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	3.a. Use of Informational Text: 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. 3.b. Use of Informational Text: 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.	Principal; Assistant Principal; Classroom teacher; ELL Tutor; ELL Facilitator; Reading coach; SIOP Coach;	CTEM; Walkthroughs and Observations; Student Engagement data through UF partner Student notebooking/journals;	Spring CELLA Assessment; Writing assessments Exit Slips
3	2. Instructional Strategies: Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	2.a. Instructional Strategies: In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 2.b. Instructional Strategies: In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Principal; Assistant Principal; Classroom teacher; ELL Tutor; ELL Facilitator; Reading coach; SIOP Coach;	CTEM; Walkthroughs and Observations; Student Engagement data through UF partner Student notebooking/journals	Spring CELLA Assessment; Writing assessments Exit Slips

CELLA Budget:

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

End of CELLA Goals

Middle 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 2013 Math FCAT will increase from 26% (248 students) to 28% (305 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (248)	28% (305)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive professional learning opportunities by instructional coaches in order to deepen their understanding of writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of Level 3 students.	Principal; Assistant Principal; Dean of Students; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data from common assessments in order to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams;

	Barrier	Strategy	Person Responsible	Process Used to Determine Effectiveness	Evaluation Tool
2	driven by data and do not address individual student needs	2.c. Interactive: School-level data chats are held with students for the purpose of goal setting and reviewing individualized data: admin. to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will implement best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Students	and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Data Chats; Student Led Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		district provided intertextual triads (in Reading/ Language Arts) across a minimum of six times this school year. Cornell notes will also be used in classrooms.		for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Strategies: Students lack the knowledge of complex problem solving in the measurement and geometry strands.	2.a Interactive: Use My Skills Tutor online program to develop understanding of geometrical terms and concepts 2.b. Interactive: Implement manipulatives for improving interactive engagement on the measurement strand 2.c. Interactive: Use of FCIM math lessons 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide remediation and/or enrichment of concepts and skills. 2.e. Interactive: Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Math Intervention Specialist; Math Dept. Chair Teachers; Principal; Assistant Principal;	Ongoing Progress Monitoring Meet with grade level data teams to analyze data and test items from common assessments, determine if instruction/intervention is working, adjust instruction if needed. Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	Benchmark tests; Mid-year / Final exams; My Skills Tutor reports Common assessments;
5	2. Interactive Learning Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a. Interactive Learning Strategies: Use of vocabulary graphic organizers within math department 2.b. Interactive Learning Strategies: Use of common board configurations 2.c. Implement school wide 31 minute RTI block to provide remediation and or enrichment of vocabulary terms 2.d. Implement Knowledge Walls to reinforce vocabulary 2.e. Increased technology use/Mimeoboards, Angel, Mangahigh, Skills Tutor, UMathX, and Timez Attack.	Math Coach; Math Dept. Chair Teachers; Principal; Assistant Principal;	Ongoing Progress Monitoring; Classroom Walkthroughs; CTEM; Coaching Cycle	Common Assessments; Formative and Summative Assessments; PLC Minutes; 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:

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 in Math will increase from 26%(246 students) to 29% (316 students).

2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (246)	29% (316)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teacher will develop higher-order questions that are text dependent and require students to utilize close reading and rereading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard and to provide evidence of mastery at exemplary levels. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; TEM; Benchmark Tests; FCAT 2.0; Common Assessments

		1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of students scoring level 4 and 5.		Non-negotiables using CTEM observation notes. Analyze data to make instructional decisions and plan for staff development.	
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: During PLC's teacher will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

#	Strategy	Action Steps	Person Responsible	Process	Evaluation Tool
3		complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms.		the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Learning Strategies: Students lack the knowledge of complex algebraic, measurement, and geometry concepts.	2.a. Interactive Learning Strategies: Use of Skills Tutor online program to develop understanding of geometrical terms and concepts 2.b. Interactive Learning Strategies: Implementation of classroom manipulatives labs for improving interactive engagement	Math Coach; Math Dept. Chair Teachers; Principal; Assistant Principal;	Ongoing Progress Monitoring; CTEM; Staff development training opportunities to support use of Skills Tutor and math manipulatives;	Common Assessments; Formative and Summative Assessments; PLC Minutes; CTEM;
5	1. Rigor:	1.a. Rigor: Teachers will guide students to independently write and respond to higher level questions. Students will collaborate with peers in a small group or whole group format to express their critical thinking skills while using evidence points from what they've learned. 1.b. Rigor: Teachers will implement the Agile Mind program to support extended learning opportunities for students.	Principal; Assistant Principal; Classroom teacher; Gifted endorsed teachers; District Gifted Specialist; Math Coach	Lesson Plans; Classroom Observation; CTEM; Agile Mind Reports; Student samples/ products	Quarterly Assessment Data PLC/ CTEM Student Data Folders
6	2. Interactive	2.a. Interactive: Teachers will guide students to write data driven goals in order to focus on areas in need of improvement. 2.b. Interactive: Students will set goals	Principal; Assistant Principal; Classroom Teacher; Gifted Endorsed Teacher; District Gifted Specialist; Math Coach	Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if	Quarterly Assessment Data PLC/ CTEM

for achieving a 4 on the scale/ rubric; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.	their goal has been met. Data will be used to make decisions regarding design of effective enrichment activities.

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of FY 13, 77% of students will make learning gains on the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (643)	77% (789)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive Professional Learning Opportunities	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I

#	Strategy	Action Steps	Person Responsible	Process Used to Determine Effectiveness	Evaluation Tool
1		on writing and utilizing higher-order questions. Maintain high expectations for all students to appropriately respond to higher-order questions, providing scaffolded support, and structure as appropriate for low expectancy students, enabling their success in meeting rigorous expectations. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation. 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase student achievement. 1.e. Rigor: Through differentiated instruction and multi-tiered supports, Teacher will scaffold support for meeting high expectations. Intensive classes will be provided to meet the specific needs of students through small group instruction. Technology programs will be used to promote critical thinking and lead students toward independent practice.	Classroom Teachers;	and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

			Strategy / Barrier	Action Steps	Person Responsible	Process / Strategy	Evaluation Tool
				expectations.		Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
				2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.			
	3		3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
			2. Interactive Learning Strategies and Differentiation:	2.a. Interactive Learning Strategies and Differentiation: Use of vocabulary graphic	Math Coach; Math Dept. Chair;	Ongoing Progress Monitoring; CTEM;	Common Assessments; Formative and

4	Students lack the appropriate background knowledge and experience in academic vocabulary skills.	organizers within math department 2.b. Interactive Learning Strategies and Differentiation: Use of common math vocabulary across grade levels 2.c. Interactive Learning Strategies and Differentiation: Common board configurations	Teachers; Principal; Assistant Principal;	Coaching Cycle	Summative Assessments;
5	2. Interactive Learning Strategies and Differentiation: Students lack the knowledge of complex concepts in the measurement and geometry strands.	2.a. Interactive Learning Strategies and Differentiation: Use of My Skills Tutor online program to develop understanding of geometrical terms and concepts 2.b. Interactive Learning Strategies and Differentiation: Teachers will implement Agile Minds program in order to improve student understanding of complex concepts. 2.c. 2. Interactive Learning Strategies and Differentiation: Mangahigh will be utilized to engage students and enhance understanding of math concepts. 2.d. Interactive Learning Strategies and Differentiation: Creation of building manipulatives lab for improving interactive engagement on the measurement strand 2.e. Interactive Learning Strategies and Differentiation: Use of FCIM math lessons 2.f. Interactive Learning Strategies and Differentiation: Implement school wide 31 minute RTI block to provide remediation and or enrichment on mathematical concepts 2.g. Interactive Learning Strategies and Differentiation: Incorporate the use of multiple representations (conrete-representational-abstract) to assist with differentiating instruction. 2.h. Interactive Learning	Math Coach; Math Dept. Chair; Teachers; Principal; Assistant Principal;	Ongoing Progress Monitoring CTEM Agile Mind Reports My Skills Tutor Reports	Benchmark tests Mid-year / Final exams My Skills Tutor reports Common on-line assessments

| | | Strategies and Differentiation: Model Drawings | | | |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of FY 13, 76% of students in the Lowest 25% will make learning gains on the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (160)	76% (195)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order	Principal; Assistant Principal; Reading Coach; Math Coach; SIOP Coach; INSS	Monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations focused on Higher-Order Questions; CTEM- Using the teacher evaluation system to collect data on engaging	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments

	1		questions will be viewed weekly as well as daily when teacher is being observed during an evaluation. 1.d. Rigor: Through differentiated instruction and multi-tiered supports, Teacher will scaffold support for meeting high expectations. Intensive classes will be provided to meet the specific needs of students through small group instruction. Technology programs will be used to promote critical thinking and lead students toward independent practice.		students by using higher-order questioning Coaching Cycle	
	2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide support for students based off of data collected by the teacher. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's. 2.d. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference)	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students;	Lesson Plans; PLC Meeting and Notes; Classroom Observation; CTEM	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments
		3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes,	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes;

3		3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell Notes will also be used in all classrooms.		emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Writing Data Chats;
4	2. Interactive Strategies: Students lack the foundational knowledge of key mathematical concepts and/or skills and opportunities for repeated practice in order to improve.	Use of My Skills Tutor online program to develop understanding of key terms and concepts based on student needs. Utilization of classroom manipulatives lab for improving interactive engagement on the the various strands. Use of FCIM math lessons Implementation of intensive math classes to provided interventions and opportunities to explore foundational mathematical concepts/ skills.	Math Intervention Specialist Math Dept. Chair Teachers Principal/APC	Ongoing Progress Monitoring CTEM	Benchmark tests Mid-year / Final exams My Skills Tutor reports

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%.	Middle School Mathematics Goal # 5A :	By the end of FY 13, 61% of students will meet annual measurable objectives (AMOs) in Math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%					

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the end of FY 13, 64% (697 students)of students will score at least a level 3 on the FCAT Mathematics test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68% (208) Black: 31% (50) Hispanic: 48% (205) Asian: 86% (12) American Indian: 69% (9)	White: 76% (264) Black: 48% (92) Hispanic: 60% (298) Asian: 93% (10) American Indian: 41% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be maintained by all teachers.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. Coaching Cycle	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams;

2	not address individual student needs	level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will identify and collaborate about appropriate differentiated instructional strategies to address specific at-risk subgroups. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Data Chats; Student Led Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		informational text when responding to a source. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.		debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills and require strategic planning and instruction.	Implement school wide 31 minute RTI block (Gator Time) to provide remediation and or enrichment of mathematical terms and concepts Use of vocabulary graphic organizers and Interactive Word Walls within math department Various vocabulary strategies for ELL students including "Think Pair Share" activities, active engaging knowledge walls, and math vocabulary journals for reference purposes. Use of FCIM Math Benchmark lessons to teach and re-teach math concepts.	Math Intervention Specialist Math Dept. Chair Teachers Principal/APC SIOP Coach	Ongoing Progress Monitoring CTEM Data Teams	Common on-line Assessments by grade level PLC
5	2. Interactive Strategies: Students lack the knowledge of complex concepts in the measurement and geometry strands.	Use of My Skills Tutor online program to develop understanding of geometrical terms and concepts Implementation of classroom manipulatives for improving interactive engagement in key math strands. Implement school wide 31 minute RTI block (Gator Time)to provide remediation and or enrichment of mathematical terms and concepts Use of FCIM math lessons	Math Intervention Specialist Math Dept. Chair Teachers Principal/APC	Ongoing Progress Monitoring CTEM Data Teams	Common on-line Assessments by grade level PLC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By the end of FY 13, 84% of ELL students will have met the proficiency level in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

		42% (152)		48% (84)	

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers; ELL Facilitator; ELL Tutors;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. ELL Committee Meetings.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize multiple ELL strategies to meet the needs of second language	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

			learners, scaffolding support for meeting high expectations. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	
	3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.			
4	2. Interactive Strategies: Students lack the appropriate background knowledge and experience in academic vocabulary skills.	2.a Interactive Strategies: Increased use of vocabulary graphic organizers,such as Frayer Model and vocabulary maps, THIEVES Pre-Reading Strategy, Cornell Notes, Close Reading strategies and Marzano vocabulary strategies 2.b. Interactive Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs Ongoing Progress Monitoring Coaching Cycle	Benchmark tests Common Assessments
5	2. Interactive Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text and require strategic planning and instruction.	2.a. Interactive Strategies: Teachers will utilize benchmark assessments to develop and implement small group instruction focused on direct instruction strategies to increase student reading ability. 2.b. Interactive Strategies: Implement school-wide 31 minute Rti (Gator Time) block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs Ongoing Progress Monitoring Coaching Cycle	FAIR Benchmark tests

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the end of FY 13, 24% (30 students) of SWD students wi have met proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (18)	24% (30)

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Rigor:	1.a. Rigor: Teachers will plan for and include higher-level questions in	Principal;	Administration will monitor Lesson	CTEM;

	1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teacher will accommodate classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction. 1.e. Rigor: Teachers collaborate in planning and share lesson plans to increase ESE teacher effectiveness.	Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers;	Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. IEP Meetings	Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will accommodate classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction. 2.e. Interactive: Teachers collaborate in planning and share lesson plans using Angel to increase ESE teacher effectiveness. 2.f. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

		needs of their students by working closely with their academic coaches and PLC's.		observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. IEP Meetings.	
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teacher will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell Notes will be used in all classrooms.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

		provided to teachers. IEP Meetings and Writing Goals.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By the end of FY 13, 53% (445 students) of students will score at least a level 3 on the FCAT Mathematics test
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (340)	53% (445)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teacher will differentiate instructional strategies, working in small group, or individually with students to support student learning needs. 1.e. Rigor: Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning	2.a. Interactive: PLC's	Principal;	Utilize research-based	Common Formative an

	2	Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 2.e.Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
		3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

3		for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms.		Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	2. Interactive Learning Strategies and Differentiation: Students lack knowledge of complex concepts in the measurement and geometry strands.	2.a. Interactive Learning Strategies and Differentiation: Use of My Skills Tutor online program to develop understanding of geometrical terms and concepts 2.b. Interactive Learning Strategies and Differentiation: Implementation of classroom manipulatives labs for improving interactive engagement on the measurement strand Use of FCIM math lessons Utilization of TSA for Algebra and Geometry trainings.	Math Coach; Math Dept. Chair; Teachers; Principal; Assistant Principal;	Ongoing Progress Monitoring; CTEM; PLC Minutes;	Benchmark tests Mid-year / Final exams Common on-line assessments My Skills Tutor reports

Algebra End-of-Course (EOC) 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:

	1. Students scoring at Achievement Level 3 in Algebra.		In FY 13, 2% (3 students) of students taking Algebra I EOC will score a level 3.	
	Algebra Goal #1:			
	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	2% (1)		2% (3)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive professional learning opportunities by instructional coaches in order to deepen their understanding of writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of Level 3 students.	Principal; Assistant Principal; Dean of Students; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data from common assessments in order to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held with students for the purpose of goal setting and reviewing individualized data: admin. to teacher; teacher to student; and	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle,	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

		in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will implement best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (in Reading/ Language Arts) across a minimum of six times this school year. Cornell notes will also be used in classrooms.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In FY 13, 100% (140 students) of students taking Algebra will score an achievement level at or above level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (41)	100% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teacher will develop higher-order questions that are text dependent and require students to utilize close reading and rereading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard and to provide evidence of mastery at exemplary levels. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of students scoring level 4 and 5.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using CTEM observation notes. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; TEM; Benchmark Tests; FCAT 2.0; Common Assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams;

	2	not address individual student needs	level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: During PLC's teacher will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Data Chats; Student Led Conferences in 6th Grade
	3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

| | | 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms. | | coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. | |

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 21% 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%					

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In FY 13, students not making satisfactory progress in Algebra will be: White: 100%(66) Black: 100% (16) Hispanic: 100% (47) Asian: 100% (6) American Indian: 100% (1)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 100%(18) Black: 100% (2) Hispanic: 100% (14) Asian: 100% (4) American Indian: 100% (1)	White: 100%(66) Black: 100% (16) Hispanic: 100% (47) Asian: 100% (6) American Indian: 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	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be maintained by all teachers.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments;

				discussion and higher-order questioning; adjust instruction based on need.	Common Summative assessments
				Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	
				Coaching Cycle	
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will identify and collaborate about appropriate differentiated instructional strategies to address specific at-risk subgroups. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips).	Principal; Assistant Principal; Reading Coach; Math Coach; INSS;	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's

		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3		3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.	Classroom Teachers; Students	writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In FY 13, ELL students not making satisfactory progress ?????
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (13)	100% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical,	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so	Principal; Assistant Principal; Reading Coach;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on	CTEM; Benchmark Tests; FCAT 2.0;

1	independent, and creative thinking	questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Math Coach; INSS; SIOP Coach; Classroom Teachers; ELL Facilitator; ELL Tutors;	teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. ELL Committee Meetings.	Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 2.e. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade

		in meeting the needs of their students by working closely with their academic coaches and PLC's.			
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will also be used in all classrooms.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students; ELL Facilitator; ELL Tutors;	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. ELL Committee Meetings.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
	2. Interactive Strategies: Students lack the	2.a Interactive Strategies: Increased use of vocabulary graphic organizers,such	Reading Coach Teachers	Classroom Walkthroughs Ongoing Progress Monitoring	Benchmark tests Common Assessments

4	appropriate background knowledge and experience in academic vocabulary skills.	as Frayer Model and vocabulary maps, THIEVES Pre-Reading Strategy, Cornell Notes, Close Reading strategies and Marzano vocabulary strategies 2.b. Interactive Strategies: Implement school-wide 31 minute Rti block (Gator Time) to provide remediation and/or enrichment of reading strategies	Principal APC SIOP Coach	Coaching Cycle
5	2. Interactive Strategies: Students lack the appropriate reading strategies to gain adequate comprehension of text and require strategic planning and instruction.	2.a. Interactive Strategies: Teachers will utilize benchmark assessments to develop and implement small group instruction focused on direct instruction strategies to increase student reading ability. 2.b. Interactive Strategies: Implement school-wide 31 minute Rti (Gator Time) block to provide remediation and/or enrichment of reading strategies	Reading Coach Teachers Principal APC SIOP Coach	Classroom Walkthroughs Ongoing Progress Monitoring Coaching Cycle	FAIR Benchmark tests

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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
1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teacher will accommodate	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students'

1		classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction. 1.e. Rigor: Teachers collaborate in planning and share lesson plans to increase ESE teacher effectiveness.		focused on Higher-Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development. IEP Meetings	notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teacher will accommodate classroom work to be consistent with IEP accommodations, working in small group, or individually with students to support improved instruction. 2.e. Interactive: Teachers collaborate in planning and share lesson plans using Angel to increase ESE teacher effectiveness. 2.f. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. IEP Meetings.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of	3.a. Use of Informational Text: Students	Principal;	Utilize research-	Writing exemplars;

#	Anticipated Barrier	Strategy	Person/Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
3	informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.f. Use of Informational Text: Teacher will accommodate/adapt classroom work to be consistent with IEP accommodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3.g. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell Notes will be used in all classrooms.	Assistant Principal; Reading Coach; Math Coach; INSS; ESE Inclusion Teachers; Classroom Teachers; Students	based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers. IEP Meetings and Writing Goals.	Monthly Writing Prompts FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In FY 13, ?????

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (22)	100% (86)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teacher will differentiate instructional strategies, working in small group, or individually with students to support student learning needs. 1.e. Rigor: Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher Order Questions with specific feedback provided to teachers; Teacher's will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plan for staff development.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/ex slips; Common Formative Assessments; Common Summative assessments
	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher;	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers.	Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Pos tests; EOC Exams; Data Chats;

2		teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 2.e.Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.		PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Student Led Conferences in 6th Grade
3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers. 3.e. Use of Informational Text: Teachers will maintain data by sub-group in order to identify	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring.	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative an Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

	issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier. 3.f. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading) a minimum of six times this school year. Cornell Notes will be used in all classrooms.		Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

End of Geometry EOC 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
Webb's Depth of Knowledge and Rigorous Higher Order Questioning	6-8	Math Coach;	All Teachers	Ongoing through PLCs, Teacher Connections and Early Release Days	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;
Data Analysis Training Using Results from Data Warehouse	6-8	Math Coach; Reading Coach; Principal; Assistant Principal;	All Teachers	Ongoing through PLCs, Teacher Connections and Pre-pre service week	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;
Common Core Overview	6-8	District Math Coordinator	All Teachers	Pre-Service Week	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;
Agile Minds	6-8	District Math Coordinator	All Math Teachers	Pre-Service Week or Summer 2012	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;
Times Attack	6-8	Math Coach;	All Math Teachers	Teacher Connections	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;
Test Item Specifications Training and Analysis; Gridded Response	6-8	Math Coach	All Teachers	Teacher Connections	CTEM; Implementation in classrooms; Lesson Plans; PLC Minutes	Principal; Assistant Principal; Math Coach;

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Hire a Math Coach to support Mathematics Instruction.	Certified Math Teacher	Title I Basic Funding	$63,638.11
		Subtotal:	$63,638.11
		Grand Total:	**$63,638.11**

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the end of FY 13, 39% (147 students) of students will score a level 3 on the FCAT Science test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
34% (103)	39% (147)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will receive professional learning opportunities by instructional coaches in order to deepen their understanding of writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach	Principal; Assistant Principal; Dean of Students; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Students' notebooks/journals/exit slips; Common Formative Assessments; Common Summative assessments

		the core curriculum with fidelity in order to maintain and increase the percent of Level 3 students.			
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data from common assessments in order to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held with students for the purpose of goal setting and reviewing individualized data: admin. to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will implement best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;

3		Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (in Reading/ Language Arts) across a minimum of six times this school year. Cornell notes will also be used in classrooms.		exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	
4	1. Rigor:	1.a. Rigor: Hands on labs for students to explore, elaborate, engage, and evaluate scientific theory. 1.b. Rigor: Science Fair is now a school wide expectation for all students 1.c. Rigor: School wide six-step research process focus	Principal; Assistant Principal; Dean of Students; Reading Coach; Math Coach; Science Dept. Chairs; INSS; Classroom Teachers;	Ongoing Progress Monitoring; CTEM; PLC Minutes;	Common Assessments; Formative and Summative Assessments; FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of FY 13, 9% (34 students)of students will score above a level 3 on the FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (24)	9% (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	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1.a. Rigor: Teacher will develop higher-order questions that are text dependent and require students to utilize close reading and rereading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard and to provide evidence of mastery at exemplary levels. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing and utilizing higher-order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; SIOP Coach; Classroom Teachers;	Administration will monitor Lesson Plans and provide feedback for teachers; PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse; Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers; Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Collect trend data on	CTEM; Benchmark Tests; FCAT 2.0; Common Assessments; Student Data Chats; Webb's Depth of Knowledge and C & I Non-negotiables electronic form; Students' notebooks/journals/exit slips; Common Formative Assessments; TEM; Benchmark Tests; FCAT 2.0; Common Assessments

				implementation of Webb's Depth of Knowledge and C & I Non-negotiables using CTEM observation notes. Analyze data to make instructional decisions and plan for staff development.	
		daily when teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of students scoring level 4 and 5.			
2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: During PLC's teacher will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will develop best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
	3. Use of informational text across all content to teach reading and writing skills and	3.a. Use of Informational Text: Students will be accountable for writing short and	Principal; Assistant Principal;	Utilize research-based effective teaching strategies. Incorporate writing	Writing exemplars; Monthly Writing Prompts

		strategies:	extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips).	Reading Coach; Math Coach; INSS; Classroom Teachers; Students	across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly.	FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
3		Students have inadequate opportunities for writing outside of language arts instruction.	3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (for Language Arts/ Reading)a minimum of six times this school year. Cornell Notes will be used in all classrooms.		Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair Training	6-8	District Science Coordinator	All Science Teachers	Department Meetings/ Ongoing	Science Fair	Principal; Assistant Principal; CTEM Observers;
Common Core Overview	6-8	District Language Arts Coordinator	All Teachers	Pre-Service Week	Lesson Plans CTEM-Walkthroughs and Observations	Principal; Assistant Principal; CTEM Observers;
Writing in the Content Areas	6-8	Reading Coach	All Teachers	Pre-Service	Lesson Plans Classroom Observations	Principal; Assistant Principal; CTEM Observers;
Webb's Depth of Knowledge Training and Rigorous Higher Order Questions	6-8	Reading Coach	All Teachers	Teacher Connections and Pre-service Week	Lesson Plan monitoring CTEM PLC Minutes	Principal; Assistant Principal; CTEM Observers;
Science Curriculum Training and District Science Technology Program Training	6-8	District Science Coordinator	All Science Teachers	Pre Service Week	Lesson Plans; CTEM: DE Reports; ThinkCentral Usage Reports;	Assistant Principal; CTEM Observers;
Close Reading Specifically in the area of Science	6-8	Reading Coach	All Science Teachers	Ongoing through Teacher Connections and PLCs	Lesson Plan monitoring CTEM PLC Minutes	Principal; Assistant Principal; CTEM Observers;
Vernier Training	6-8	District Science Coordinator	All Science Teachers	Ongoing through PD Days and PLCs	Lesson Plan monitoring CTEM PLC Minutes	Principal; Assistant Principal; CTEM Observers;

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:	By the end of FY 13, 52% (195)of students will score a level 4 or higher on the FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (86) students scored Level 4.0 or higher	52% (195) students expected to score Level 4.0 or higher

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
	2. Interactive Strategies and Differentiation: Students lack the skills to develop details and support in their writing.	2.a Interactive Strategies: Lessons will focus on correct use of standard English conventions. In addition, instruction will focus on organization, in-depth elaborations and support. 2.b Interactive Strategies: Use of district specific rubrics	Reading Coach; Principal; Assistant Principal; Language Arts Teachers; All Teachers;	Student notebooking/journaling; CTEM; Teacher feedback to students using writing rubrics as guides/ anchor papers; Observations and Walkthroughs;	Writing Assessments; FCAT 2.0 Writing; Collier Writes;

1		with increased attention to the quality of details which require the use of relevant, logical, and plausible support. 2.c. Interactive Strategies: Grammar/convention instruction- Check for complete sentences, capital letter at the beginning of the sentence and proper punctuation. 2.d. Interactive Strategies and Differentiation: Small group instruction will be provided to students based on writing needs with ongoing progress monitoring.			
2	1. Rigor:	1.a. Rigor: Teachers will receive professional learning opportunities using anchor papers to score student writing. Students will receive feedback from teachers on first drafts with no score. After revisions, teacher will score the papers. Teachers will post writing exemplars in the classroom.	Reading Coach; Principal; Assistant Principal; Language Arts Teachers; All Teachers;	Student notebooking/journaling; CTEM; Teacher feedback to students using writing rubrics as guides/ anchor papers; Observations and Walkthroughs;	Writing Assessments; FCAT 2.0 Writing; Collier Writes;
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3. Use of Informational Text: Students will be asked to write to a variety of sources. Students will also write to prompts as teachers transition instruction to the Common Core. Feedback will be provided to students and direct instruction will take place on areas in need of improvement.	Reading Coach; Principal; Assistant Principal; Language Arts Teachers; All Teachers;	Student notebooking/journaling; CTEM; Teacher feedback to students using writing rubrics as guides/ anchor papers; Observations and Walkthroughs;	Writing Assessments; FCAT 2.0 Writing; Collier Writes;

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Focus	8th grade Language Arts Teachers	District Language Arts Coordinator; Reading Coach;	8th grade Language Arts Teachers	Select Tuesdays Fall 2012	CTEM; Lesson Plans; Quarterly Writing Prompts; Ongoing classroom writing assessments	Principal; Assistant Principal; Reading Coach; Language Arts Teacher;
PARCC Scoring Rubric	6th Grade Teachers	Reading Coach	6th Grade Language Arts Teachers	Ongoing in PLCs	CTEM; Lesson Plans; Quarterly Writing Prompts; Ongoing classroom writing assessments	Principal; Assistant Principal; Reading Coach; Language Arts Teacher;
Writing In All Classrooms	6-8	Reading Coach	All Teachers	Ongoing Teacher Connections, Early Release Days, and Staff Development Days	CTEM; Lesson Plans; Quarterly Writing Prompts; Ongoing classroom writing assessments	Principal; Assistant Principal; Reading Coach; Language Arts Teacher;
Effective Research Paper Writing and Pre-Laureate Research	6-8	Reading Coach; Assistant Principal	All Teachers	Ongoing Teacher Connections; ER Days	CTEM; Lesson Plans; Quarterly Writing Prompts; Ongoing classroom writing assessments	Principal; Assistant Principal; Reading Coach; Language Arts Teacher;

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Writing Goals

Civics End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	To implement the new Civics course with instructional resources and curriculum guides to pace the content of the class for student success on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				

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

Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking. | 1.a. Rigor: Teachers will plan for and include higher-level questions in weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS.

1.b. Rigor: Teachers will receive professional learning opportunities by instructional coaches in order to deepen their understanding of writing and utilizing higher-order questions.

1.c. Rigor: Lesson Plans documenting higher-order questions will be viewed weekly as well as daily when | Principal;

Assistant Principal;

Dean of Students;

Reading Coach;

Math Coach;

INSS;

SIOP Coach;

Classroom Teachers; | Administration will monitor Lesson Plans and provide feedback for teachers;

PLC Meetings focused on teachers planning for Higher-Order Questions and Documenting PLC Notes in Data Warehouse;

Classroom Observations and walkthroughs focused on Higher-Order Questions with specific feedback provided to teachers;

Teachers will check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. | CTEM;

Benchmark Tests;

FCAT 2.0;

Common Assessments;

Student Data Chats;

Students' notebooks/journals/exit slips;

Common Formative Assessments;

Common Summative assessments |

			teacher is being observed during an evaluation 1.d. Rigor: Teachers will explicitly teach the core curriculum with fidelity in order to maintain and increase the percent of Level 3 students.			
2		2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently instruction, interventions, and enrichment are not driven by data and do not address individual student needs	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data from common assessments in order to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held with students for the purpose of goal setting and reviewing individualized data: admin. to teacher; teacher to student; and in 6th grade student to parent (student led conference) 2.d. Interactive: Teachers will utilize a 31 minute daily intervention block of time (Gator Time) to provide academic support and enrichment opportunities for students using data collected through weekly ongoing progress monitoring. Teachers will implement best practices in meeting the needs of their students by working closely with their academic coaches and PLC's.	Principal; Assistant Principal; Reading Coach; Math Coach; INSS; Classroom Teachers; Students	Utilize research-based effective teaching strategies. Collect data using common assessments and comparing pre/post assessment results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Common Formative and Summative assessments; Administrator's Evaluations (CTEM); PLC Meeting Notes; FCAT 2.0; Teacher made Pre/Post tests; EOC Exams; Data Chats; Student Led Conferences in 6th Grade
		3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to	Principal; Assistant Principal; Reading Coach; Math Coach; INSS;	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing	Writing exemplars; Monthly Writing Prompts FCAT Writing 2.0; Common Formative and Summative assessments; Administrator's

		instruction.	DOK or EQ, and exit slips). 3.b. Use of Informational Texts: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.c. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content areas. These will be available to observers. 3.d. Use of Informational Text: Instructional Coaches will provide inservice on short and extended responses and writing rubrics during PLCs. In addition, coaches will demonstrate the use of informational text when responding to a source. 3.e. Use of Informational Text: Students will engage in the use of close reading and the district provided intertextual triads (in Reading/ Language Arts) across a minimum of six times this school year. Cornell notes will also be used in classrooms.	Classroom Teachers; Students	process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Evaluations (CTEM); PLC Meeting Notes; Writing Data Chats;
	3					

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	To implement rigorous and historically relevant writing extensions through critical reading of primary historical sources. (Document Based Questions – DBQ)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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: Lesson do not routinely	1.a. Rigor: Teachers will plan for and include higher level questions in	Principal; Assistant	Classroom Observations;	Common Assessments;

	1	incorporate questioning strategies designed to promote critical, independent, and creative thinking.	weekly/daily lesson plans using Webb's Depth of Knowledge (DOK) so questions are purposeful and aligned to the NGSSS or CCSS. 1.b. Rigor: Teachers will be provided Professional Learning Opportunities in writing utilizing higher order questions. 1.c. Rigor: Lesson Plans will be viewed weekly as well as daily when teacher is being observed during an evaluation	Principal; Reading Coach; Teachers	PLC Minutes; Coaching Cycle	Benchmark Assessments; Civics EOC Civics Mid-Term and Final;
	2	2. Interactive Learning Strategies and Differentiated Instruction: Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	2.a. Interactive: PLC's will meet bi-weekly for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2.b. Interactive: Lesson plans and instruction will reflect differentiated instruction based on careful data analysis 2.c. Interactive: School-level data chats are held: admin to teacher; teacher to student;	Principal; Assistant Principal; Reading Coach; Teachers	Classroom Observations; PLC Minutes; Coaching Cycle	Common Assessments; Benchmark Assessments; Civics EOC Civics Mid-Term and Final;
	3	3. Use of informational text across all content to teach reading and writing skills and strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3.a. Use of Informational Text: Students will be accountable for writing short and extended responses a minimum of three times per week in all classes (These include warm-ups, journaling, short and long responses to DOK or EQ, and exit slips). 3.b. Use of Informational Text: Reading Coach will provide inservice on short and extended responses. 3.c. Use of Informational Text: In all content areas when assessing student responses check for 3 (capitalization, punctuation, and complete sentences). 3.d. Use of Informational Text: Teacher will maintain student writing samples to demonstrate writing in the content. These will be available to observers.	Principal; Assistant Principal; Reading Coach; Classroom Teachers; Students;	Lesson Plans; Classroom Observation; CTEM Coaching Cycle	Common Assessments; Benchmark Assessments; Civics EOC Civics Mid-Term and Final;

3.e. Use of Informational Text: Close Reading will be used in classrooms to locate key evidence in primary sources of information in order to elaborate and strengthen responses to text.	

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
Social Studies Monthly POCs Meeting	6-8	Social Studies District Coordinator	Social Studies Teachers	Ongoing	PLCs	Principal; Assistant Principal; Social Studies Department Chair;
Content Seminar	7	Social Studies District Coordinator	7th Grade Civics Coordinator	June 2012/13	PLCs	Principal; Assistant Principal; Social Studies Department Chair;
DBQ Civics Training	7	Social Studies District Coordinator	7th Grade Civics Coordinator	Fall 2012	Meetings and Surveys	Principal; Assistant Principal; Social Studies Department Chair;

Civics 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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By July 2013, the number of students with excessive absences and tardies will decrease by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
19% (224)	18% (196.2)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11% (164)	10% (109.1)

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	Parents of students who have excessive absences and tardies are not informed in a consistent and timely manner.	Implement with fidelity the new district attendance policy and procedures. Contact parents daily and after the fifth absence via phone. Mail notice of excessive absences after the seventh and tenth absence. Implement consequences per district policy.	Dean of Students, Data Entry & Attendance Secretary	School Leadership Team will review attendance data monthly and determine number of excessive absences and tardies. This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal.	Monthly Attendance Data
2	Few opportunities exist for students to be recognized on a regular basis for meeting attendance expectations	Plan and implement quarterly attendance recognition rewards.	PBS Facilitator, Dean of Students, PBS Committee	School Leadership Team will review attendance data monthly and determine number of excessive absences and tardies This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal.	Increase in the percentage of students eligible for participation in drawings and celebrations. Quarterly Attendance and Tardy Data

| 3 | Inconsistent monitoring and implementing consequences for excessive tardies. | Continue with fidelity SWEEPS program throughout the school to reduce tardies and provide safer transitions between classes. Utilize Student Pass for monitoring and implementing consequences for excessive tardies. | Dean of Students, Data Entry & Attendance Secretary | School Leadership Team will review attendance data monthly and determine number of excessive absences and tardies. This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal. | Monthly Attendance Data |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	6-8	Dean of Students	Grade Level Teams	Early Release Day Trainings	PBS and Attendance Data	Principal; Assistant Principal; Dean of Students

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	By July 2012, the number of suspensions, total suspension days assigned, and percent of students receiving suspension days will be decreased by 3%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
380	510
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
21% (192)	18% (196)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
120	181
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10 % (89)	7% (77)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent monitoring of minor infractions and major referrals inhibits the school's ability for early interventions.	Identify students with multiple offenses or excessive minor infractions for PBS Tier 2 and Tier 3 interventions. Implement interventions.	Intervention Support Specialist, Dean of Students, Counselors, Grade-level cross-curricular teams	School Leadership Team will review discipline data monthly and determine number of suspensions, total suspension days assigned, and percent of students receiving suspension days. This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal.	Monthly Office Discipline Referrals and Suspension Data
2	Few opportunities exist for students to be recognized on a regular basis for academic accomplishments.	Plan and implement weekly, monthly, and quarterly recognitions for academic accomplishments.	Dean of Students, PBS Facilitator, PBS Committee	School Leadership Team will review discipline data monthly and determine number of suspensions, total suspension days assigned, and percent of students receiving suspension days. This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal.	Decrease in the number of overall referrals and suspensions. Monthly Office Discipline Referrals and Suspension Data
	Few opportunities exist for students to be	Plan and implement bi-weekly, bi-monthly,	PBS Facilitator, Dean of Students,	School Leadership Team will review discipline	Increase in the percentage of

#					
3	recognized on a regular basis for meeting PBS expectations.	quarterly, and semester drawings. Plan and implement quarterly PBS celebrations. Plan and implement Student of the Month recognition program. Plan and implement Gator Bucks program.	PBS Committee	data monthly and determine number of suspensions, total suspension days assigned, and percent of students receiving suspension days. This percent will be compared to the same month of the 2011-2012 school year to determine progress toward goal.	students eligible for participation in drawings and celebrations. Monthly Office Discipline Referrals and Suspension Data
4	Inconsistent recognition of diverse student population in which provides opportunities for success and support	Provide rigorous instructional opportunities for students. Plan data driven lessons with multiple opportunities to master concept Implement CTEM strategies in all classroom instruction	Principal Assistant Principal Instructional Coaches	Data Teams will be reviewing data weekly to determine curricular activities based on student needs. Instructional coaches will use collected data to assure the Tier I and Tier II interventions are being used with fidelity.	Documentation of PLC/Data Teams Meetings and progress monitoring of students

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

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

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

Suspension Budget:

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

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To collaborate with families as full partners in the learning and development of their children.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
ENMS had approx. 750 volunteer hours during the 10'-11' school year and 4 parent nights (Open House, Spring Festival, WING, and FCAT Awareness).	Increase the number of parent activities as well as the number of volunteer hours by 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
1	Convincing parents that 11 - 14 year old children need parental support at school	Parent Conferences Positive Referrals Newsletters Weekly Phone Messages Up to date website information Teacher contacting parents Up to date marquee information ABC (Academic Booster Club) and SAC attendance drive	Principal Assistant Principal Dean	Data stored in data warehouse and sign in sheets	Survey at end of year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opening Doors	All Grades	FDLRS	Front Office Staff	Nov. 6, 2012	Monitor parent involvement	Principal; Assistant Principal; Office Manager;

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	All secondary math teachers will receive two years of PD in Common Core State Standards content and pedagogy from Agile Mind to include group-face to face, co-teaching/coaching and individual effort, PLC lesson planning of CCSS STEM-focused lessons.

	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	Teachers have not been trained in STEM-focused strategies.	Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy. Civics teachers will participate in 'Teach me	Principal, Assistant Principal, Dean, District Math Coordinator	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Walkthrough Observation Comments (provided through iObservation)

		in My World' Projects which integrates technology with academic content.				

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 State Standards	6-8	Department Chairs and Instructional Coaches	Department Data Teams	Bi-weekly	PLC Minutes; Lesson Plans	Principal; Assistant Principal; Math Coach; Reading Coach; Math POC; Reading POC; Science POC;
District STEM Conference	6-8	District and Community Members	STEM related teachers and Administrators	Spring 2013	Classroom Observations; CTEM;	Principal; Assistant Principal; Science Department Chairs;
Discovery Education	6-8	Department Chairs and Instructional Coaches	Science Teachers	Ongoing	Classroom Observations; CTEM;	Principal; Assistant Principal; Science Department Chairs;

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE CTE Goal #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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Business Education Certification	8	Business Education State Exam	Business Education Teacher	Winter 2012	Administration will follow up with teacher to encourage state certification exam for Business Education Teacher.	Principal; Assistant Principal; Teacher;

CTE 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 CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire 2 Title I Basic funded Tutors to support ELL student needs.	2 Title I Basic Tutors	Title I	$59,923.49
				Subtotal: $59,923.49
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Hire a Math Coach to support Mathematics Instruction.	Certified Math Teacher	Title I Basic Funding	$63,638.11
				Subtotal: $63,638.11
				Grand Total: $123,561.60

Differentiated Accountability

School-level Differentiated Accountability Compliance

∫ⁿ Priority	∫ⁿ Focus	∫ⁿ Prevent	∫ⁿ NA	

Are you a reward school: ∫ⁿ Yes ∫ⁿ No

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

No Attachment (Uploaded on 9/21/2012)

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
Provide 3 days of substitute coverage for teachers to observe fellow teachers. Math Triumph intervention kits will be purchased (9). Math Gridded Response posters for all math classrooms. Scale posters will be purchased for all classrooms.	$2,600.00

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

The School Advisory Council (SAC) will assist the school leadership team in the development of the School Improvement Plan (SIP). The SAC members will meet monthly to make decisions that drive the school improvement efforts of the school. SAC members will also be encouraged to attend on-going District Advisory Council meetings. The School Leadership Team will work collaboratively with the SAC in order to meet the SIP goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
EAST NAPLES MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	64%	89%	45%	265	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	66%	72%			138	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	72% (YES)			143	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					546	
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
EAST NAPLES MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	67%	93%	44%	274	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	65%	73%			138	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	72% (YES)			142	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested