

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: AVALON ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. Francine Eufemia

SAC Chair: Ms. Maribel Mejia

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 9/21/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Francine Eufemia	Studies, Stockton State College; Master of Elementary Education, College of New Jersey; Educational Specialist Educational Leadership, NOVA Southeastern; Doctorate in Educational Leadership, University of Florida; School Principal Certification – State of Florida	1	8	<p>2012 – School Grade A (EES)                      Reading Level 3+ = 71%                      Reading Gains = 83%                      Reading Lowest 25% Gains = 81%                      Math Level 3+ = 64%                      Math Gains = 83%                      Math Lowest 25% Gains = 71%                      Writing 3.0+ = 73%                      Science Level 3+ = 52%</p> <p>2012 EES School Letter Grade from B to A.                      2012 Learning gains fourth highest in district in reading and math.</p> <p>Maintained a school letter grade of A three out of four years at EES with an increasing level of Economically disadvantaged students.</p>
		M.S Educational Leadership, FGCU; B.A.			<p>2012 – School Grade C (Avalon Elementary School)                      Reading Level 3+ = 38%</p>

Assis Principal	Jennifer Gates	Psychology Framingham (Massachusetts) State University; Certifications: School Principal All Levels, Educational Leadership, Elementary Education;	4	4	Reading Gains = 58% Reading Lowest 25% Gains = 76% Math Level 3+ = 39% Math Gains = 66% Math Lowest 25% Gains = 78% Writing 3.0+ = 63% Science Level 3+ = 36%  While school letter grade remained a C, there was a 16 points improvement for SY 2012 when compared with SY 2011.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Colleen Witzke	M.A. Elementary Education; B.A. Elementary Education and ESE Certification: K - 6 and ESE SLD	8	8	2012 – School Grade C <ul style="list-style-type: none"> <li>• Reading Level 1 = 27%</li> <li>• Reading Level 2 = 37%</li> <li>• Reading Level 3 = 20%</li> <li>• Reading Level 4 = 14%</li> <li>• Reading Level 5 = 2%</li> <li>• Reading Gains = 58%</li> <li>• Reading Gains, Lowest 25% = 76%</li> <li>• Writing 3.0+ = 63%</li> </ul>
Math	Meghan Bankhead	B.S. Elementary Education; Certification: K-6	2	1	2012 – School Grade C <ul style="list-style-type: none"> <li>• Mathematics Level 1 = 22%</li> <li>• Mathematics Level 2 = 36%</li> <li>• Mathematics Level 3 = 24%</li> <li>• Mathematics Level 4 = 15%</li> <li>• Mathematics Level 5 = 3%</li> <li>• Mathematics Gains = 66%</li> <li>• Mathematics Gains, Lowest 25% = 78%</li> </ul>
Science	Elizabeth Kirshner	BS Criminal Justice , Minor is Sociology: Florida Southern College  MA Education: Florida Gulf Coast University  Certification K-6		2	2012--School Grade A Highest science gains in the district.

## 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	All of our teachers are highly qualified. In order to retain our teachers, we will provide ongoing professional development and mentor support for teachers new to our school.	Principal	June 2013	
2	Monthly new teacher meetings with mentors and leadership team.	Principal	June 2013	
3	Collegially-based professional learning and support communities.	Principal, Asst. Principal, Instructional Team Leaders	June 2013	
4	Site-based and district professional development targeted to teacher needs.	Leadership Team	June 2013	
5	Release time for teachers to observe veteran teachers.	Assistant Principal	June 2013	
6	On-going collaborative team planning.	Leadership Team	June 2013	

## 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
Teachers: No teachers received a less than effective rating. All teachers are Highly Qualified.  Out-of-field: ELL Endorsement:	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
45	4.4%(2)	53.3%(24)	28.9%(13)	13.3%(6)	33.3%(15)	100.0%(45)	8.9%(4)	2.2%(1)	75.6%(34)

### 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
Lisa Etleman	Jane Keddie	Mentor has a proven record of improving student achievement in primary grades.  She has received clinical educator training and has supported new teachers successfully in the past.	The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition a new teacher induction program, with monthly meetings is held. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse).
Megan Bankhead	Hannah Schouten	Mentor has a proven record of improving student achievement in intermediate grades.  She has received clinical educator training and has supported new teachers successfully in the past.  Mentee is teaching with CCPS for the	The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition a new teacher induction program, with monthly meetings is held. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse).

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

- The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
- Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.
- Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
- Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
- LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
- Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
- Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
- Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
- 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 Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.
- Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized professional learning that ensures students receive high quality, differentiated instruction.
- Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.
- Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

#### Title I, Part D

#### Title II

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

Group 1 presented the following challenges:

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

Group 2 presented the following challenges:

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

(See District School Improvement Plan for English Language Learners.)

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Violence Prevention 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

N/A

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

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

N/A

#### 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

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

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Francine Eufemia, Principal  
Ms. Jennifer Gates, Assistant Principal  
Ms. Colleen Witzke, Reading Coach  
Ms. Michelle Mendenhall, Intervention Support Specialist  
Ms. Jennifer Johansen, Guidance Counselor  
Ms. Maria Ashmore, School Psychologist  
Ms. Megan Bankhead, Math Coach

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

The MTSS Leadership Team will meet once per month to monitor school-wide student progress.  
The team will engage in the following activities:  
1. Review universal screening data and relate to instructional decisions;  
2. Review progress monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team monitors how these students are being serviced;

3. Identify/review professional development and resources needed;
  4. Facilitate the process of building consensus amongst staff;
  5. Each team member facilitates grade-level weekly data meetings in which team members collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- In addition, the team meets as needs dictate to monitor data collection for students for whom interventions have been created. Interventions may be refined and/or revised at this time.

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

The MTSS Leadership Team met with the School Leadership Team and SAC members to help develop the school improvement plan (SIP). The team provided data on: instructional targets; academic and social/emotional areas that needed to be addressed. The team helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

#### 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;  
Science-District formative tests from district data warehouse;  
Writing-Baseline and monthly prompts  
Behavior-Referral data from Student Pass (district database)

##### Tier II and Tier III

Reading, Math, Science, Writing, Behavior-ongoing progress monitoring from formative assessments; data entered and monitored in district data warehouse

Please 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.

Avalon has employed an Intervention Support Specialist to assist school teams that meet in grade level teams as professional learning communities throughout the RTI process. During these monthly RTI team level 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.

The role of the MTSS Leadership team is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the MTSS Team Meetings.

The district training has incorporated a multi-tiered approach to staff development in the area of MTSS. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12) completed an intensive 4 day training on MTSS principles and consensus building. The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator through monthly on site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of RtI/PBS will provide monthly follow-up trainings with School-Based MTSS Coordinators. Teachers meet with PLCs twice a month to discuss RtI implementation at their grade level. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online

facilitator for MTSS related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. Also, the district has required all instructional personnel (PK-12) to complete RTI training within the first two years of employment using the Direct Steps online training tool. Each staff member will be required to complete 3 courses.

The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Francine Eufemia, Principal  
Ms. Jennifer Gates, Assistant Principal  
Ms. Colleen Witzke, Reading Coach (Chairperson)  
Ms. Michelle Mendenhall, Intervention Support Specialist  
Ms. Jill Seitz, Media Specialist

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

The goal of the Literacy Leadership Team (LLT) is to assure that the district's K-12 Comprehensive Research-based Reading Plan is implemented with fidelity. A member of the LLT has been assigned to each grade level in order to assist at each of the weekly grade level PLC meetings. The Literacy Leadership Team also meets together quarterly. The focus is on grade level curriculum standards. 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:

1. enhancement of the learning center structure to strengthen independent reading, reading strategies, and writing from a source
2. teach vocabulary using the roots approach
3. school-wide reading challenge (Passport to reading) which promotes independent reading choice for all student K-5.
4. support the use of close reading strategies across all academic areas
5. lesson study-each grade level will complete a lesson study in one of the core academic areas with a focus on close reading strategies.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/11/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

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



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

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Increase student proficiency in reading from 24% (46 students) to 29% (61 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring at Level 3 on FCAT 2012 was 24%(46 students).	The percent of students scoring a Level 3 on FCAT 2013 will increase by 2% from 24% (46 students) to 29%(61 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.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Collect HOTS data during observations.  Monitor monthly through trend reports to determine training implications.  Monitor monthly through trend reports to determine training implications.	Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM Observation Data  Data from HOTS collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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 AssistantPrincipal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr.	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close	Quarterly Assessment Data – Disaggregated by item complexity rating

3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	reading instruction.  Monitoring Lesson Study data and reflections to determine need for teacher training in use of close reading and intertextual triad.	Lesson Study Data and Reflections
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The percent of students scoring above proficiency (Levels 4 and 5) on FCAT 2013 in Reading will increase 14% (28 students) to 15% (32 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring above proficiency (Levels 4 and 5) on the FCAT Reading 2012 was 14%(28 students).	The percent of students scoring above proficiency (Levels 4 and 5) on the FCAT Reading 2013 will be 15%(32 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.	Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.	Classroom teacher  Gifted endorsed teachers  Gifted Resource Teacher	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 their goal has been met.  Data will be used to make decisions regarding design of effective	Quarterly Assessment Data – Disaggregated by item complexity rating

				enrichment activities.	
2	<p>2. Interactive Learning Strategies and Differentiated Instruction</p> <p>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	<p>During independent practice, ask learners to develop higher order questions to be used to lead a Socratic seminar based on the text.</p> <p>Include these questions in Data Binders to be shared during student/teacher and student/administrator Data Chats.</p> <p>Over time, give all L 4&amp;5 learners opportunities to lead the class in a Socratic discussion using the questions they've developed.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>During data chats, students will demonstrate their understanding of the HOTS questions that they have developed based on a HOT question rubric.</p> <p>Data will be used to determine areas for re-teaching.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</p>	<p>Teacher will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>Utilize Non-negotiable collection tool to monitor use of intertextual triads.</p> <p>Data will be used to make decisions regarding design of effective enrichment activities.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:		The percent of students achieving learning gains on the 2013 FCAT in Reading will increase from 56% (68 students) to 60% (88 students).		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

The percent of students achieving learning gains on the 2012 FCAT was 56%(68 students).	The percent of students achieving learning gains on FCAT REading 2013 will be 60%(88 students).
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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.	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.	Classroom teacher, academic coaches, principal, assistant principal	Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is working and adjust instruction as needed.  Utilize Non-negotiable collection tool to monitor use of HOTs.	Quarterly Assessment Data – Disaggregated by item complexity rating  PLC Notes which include Intervention Group Data Spreadsheet  Data from HOTs collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Classroom teacher, academic coaches, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Monitor progress a minimum of once per month by monitoring student record of reading behavior which will include a text dependent written response.	Classroom teacher, academic coaches, principal, assistant principal	Meet with grade level data teams a minimum of twice per month to analyze data from Record of Reading Behavior.  Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.  Provide tiered interventions to support mastery of grade-level benchmarks.	Quarterly Assessment Data – Disaggregated by item complexity rating  PLC Notes which include Intervention Group Data Spreadsheet

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the Lowest 25% making learning gains on FCAT Reading 2013 will increase from 70%(21 students) to 73% (27 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students in the Lowest 25% making learning gains on FCAT Reading 2012 was 70%(21 students).	The percent of students in the Lowest 25% making learning gains on FCAT Reading 2013 will increase to 73%(27 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.	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.	Classroom teacher, academic coaches, principal, assistant principal	Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is working and adjust instruction as needed.  Utilize Non-negotiable collection tool to monitor use of HOTs.	Quarterly Assessment Data – Disaggregated by item complexity rating  PLC Notes which include Intervention Group Data Spreadsheet  Data from HOTs collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Classroom teacher, academic coaches, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data

3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</p>	<p>Monitor progress a minimum of once per month by monitoring student record of reading behavior which will include a text dependent written response.</p>	<p>Classroom teacher, Academic coaches, principal, assistant principal</p>	<p>Compare Pre/Post Meet with grade level data teams a minimum of twice per month to analyze data from Record of Reading Behavior.</p> <p>Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.</p> <p>Provide tiered interventions to support mastery of grade-level benchmarks.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>PLC Notes which include Intervention Group Data Spreadsheet</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	<p>Reading Goal #</p> <p>Avalon Elementary will reduce the achievement gap by 50% over the course of six years. In the year 2012-2013, we will reduce the achievement gap by 8.4%</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Over six years, the number of students not proficient will decrease by 50%.
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White 67% (20 students)</p> <p>Black 43% (10 students)</p> <p>Hispanic 32% (44 students)</p> <p>Asian 100% (2 students)</p>	<p>White 70% (24 students)</p> <p>Black 49% (14 students)</p> <p>Hispanic 39% (57 students)</p> <p>Asian 100% (0 students)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Rigor</p> <p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>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.</p>	<p>Principal, assistant principal</p>	<p>Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.</p> <p>Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.</p> <p>Monitor lesson plans and provide feedback to teachers.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Data from HOTS Data Collection Tool</p> <p>CTEM Observation Data</p>

				Collect HOTS data during observations.  Monitor monthly through trend reports to determine training implications.	
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close reading instruction.  Monitoring Lesson Study data and reflections to determine need for teacher training in use of close reading and intertextual triad.	Quarterly Assessment Data – Disaggregated by item complexity rating  Lesson Study Data and Reflections

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:	Over six years, the number of students not proficient will decrease by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (23 students)	32% (28 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.	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist, ELL contact, principal, assistant principal	Monitor lesson plans and provide feedback to teachers.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.	Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup  PLC Notes which include Intervention Group Data Spreadsheet



				Determine if instruction/intervention is working and adjust instruction as needed.	
2	<p>2. Interactive Learning Strategies and Differentiated Instruction</p> <p>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist, ELL contact, principal, assistant principal	<p>Monitor evidence of Kagan structures in lesson plans.</p> <p>Utilize Non-negotiable collection tool to monitor use of collaborative structures.</p> <p>Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.</p> <p>Data will be used to make decisions regarding teacher professional learning.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup</p> <p>PLC Notes which include Intervention Group Data Spreadsheet</p> <p>iObservation Data</p> <p>Non-negotiable Data Collection Tool</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</p>	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist, ELL contact, principal, assistant principal	<p>Monitor lesson plans and provide feedback to teachers.</p> <p>Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.</p> <p>Determine if instruction/intervention is working and adjust instruction as needed.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup</p> <p>PLC Notes which include Intervention Group Data Spreadsheet</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Over six years, the number of students not proficient will decrease by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (11)	51% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Rigor</p> <p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative</p>	<p>Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction).</p> <p>Submit lesson plans to a central database (School Shared Drive)to increase ESE teacher remediation/differentiation/accommodation</p>	INSS, Classroom teacher, ESE resource teachers, principal, assistant principal	<p>An administrator will attend each IEP meeting in order to closely monitor student progress toward IEP goals.</p> <p>Collect ongoing progress monitoring data weekly or bi-weekly.</p>	<p>Quarterly Assessment Data – Disaggregated by subgroup</p> <p>IEP Meeting Notes in Excent</p>

	thinking.	opportunities in daily instructional practices.		Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.	
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all SWD to participate in collaborative activities and to appropriately fulfill specified roles within groups.	INSS, Classroom teacher, ESE resource teachers, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by subgroup  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills across all content areas. (differentiated materials/instruction).	INSS, Classroom teacher, ESE resource teachers, principal, assistant principal	An administrator will attend each IEP meeting in order to closely monitor student progress toward IEP goals.  Collect ongoing progress monitoring data weekly or bi-weekly.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.	Quarterly Assessment Data – Disaggregated by subgroup  IEP Meeting Notes in Excent

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:	Over six years, the number of students not proficient will decrease by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (61 students)	41% (81 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. Rigor  Lessons do not routinely incorporate questioning strategies designed to	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are	Principal, Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Collect HOTS data during	Quarterly Assessment Data – Disaggregated by item complexity rating

1	promote critical, independent, and creative thinking.	purposeful and aligned to the NGSSS or CCSS.		observations.  Monitor monthly through trend reports to determine training implications.	CTEM Observation Data  Data from HOTs collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close reading instruction.  Monitoring Lesson Study data and reflections to determine need for teacher training in use of close reading and intertextual triad.	Quarterly Assessment Data – Disaggregated by item complexity rating  Lesson Study Data and Reflections

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
Close Reading Strategies	K-5	Reading Coach	Grade level PLCs and school-wide	Early Release days, and faculty meetings that take place a minimum of once per month	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Principal, Assistant Principal
Kagan Cooperative Learning	K-5	Kagan Trainer	School-wide	August 13 and January 4	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor progress a minimum of once per month by monitoring student record of reading behavior which will include a text dependent written response.	.5 Academic Coach K-5 teachers will be provided with intervention and instruction support and techniques to assist in meeting the needs of multiple instructional levels in their classrooms. In addition, K-5 teachers will be provided with data management and data analysis guidance in order to assist in assessment driving planning and instruction. Data analysis will be used for providing appropriate instruction and interventions.	Title 1	\$29,993.10
Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Comprehension Tool Kit	Title 1	\$2,894.00
	Building Vocabulary from Word Roots Kit	Title 1	\$1,800.00
Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Informational Text	Title 1	\$500.00
			Subtotal: \$35,187.10
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
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.	Kagan Cooperative Learning Professional Development Training: August, January	Title 1	\$6,778.00
			Subtotal: \$6,778.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$41,965.10

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.  
CELLA Goal #1:

In 2013, 47% (50 students) will score proficient on the Listening and Speaking subtest of Cella.

2012 Current Percent of Students Proficient in listening/speaking:

43% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Monitor progress a minimum of once a month by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.	Language Arts and/or ELL teacher, ELL Contact and Reading coach.	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	CTEM data.  Spring CELLA assessment.

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

2. Students scoring proficient in reading.  
CELLA Goal #2:

In 2013, 17% (18 students) will be proficient in Reading as measured by Spring Cella.

2012 Current Percent of Students Proficient in reading:

15% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	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.	Classroom teacher, ELL Contact and Reading coach.	Classroom Walk Throughs from administrators and coaches to observe:  Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern	CTEM data, CELLA assessment data, FCAT data.

			drills, or completing a story map with appropriate checks for understanding.  Observation data will be used to guide professional learning.
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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 from 12% (13 students) to 13% (14 students).
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2012 Current Percent of Students Proficient in writing:

12% (13 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	Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	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.	Classroom teacher, ELL contact, Reading coach.	Classroom walk throughs to observe teacher using the writing process to teach writing.  Data will be used to guide instructional decisions for students and training for teachers.	Monthly writing prompt data, teacher created writing rubrics and spring CELLA assessment data.

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

Using ELL Strategies appropriately in the classroom during delivery of instruction	ELL Contact, District Personnel	n/a	\$0.00
English Language Learner Teaching Strategies That Work (including visual aids, and hands on activities)	ELL Contact, District Personnel	n/a	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percent of students scoring Level 3 on the 2013 Math FCAT will increase from 34% (54 students) to 35% (82 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring an Achievement Level 3 in Mathematics FCAT 2012 was 34% (54 students).	The percent of students scoring an Achievement Level 3 on Mathematics FCAT 2013 will be 35% (82 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.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Collect HOTS data during observations.  Monitor monthly through trend reports to determine training implications.  Monitor monthly through trend reports to determine training implications.	Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM Observation Data  Data from HOTS collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close reading instruction.  Monitoring Lesson Study	Quarterly Assessment Data – Disaggregated by item complexity rating  Lesson Study Data and Reflections



	analytic and evaluative thinking and comprehension strategies.	intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.		data and reflections to determine need for teacher training in use of close reading and intertextual triad.	
4	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom teacher, Math and Science Coaches, Principal, Assistant Principal	Monitor the use of math and science journals/notebooks/exit tickets.  Data collected on student writing performance generated from rubric scores will be monitored, analyzed, and interpreted.  Data will guide instructional decisions for students and training for teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data binders and data chats  Student-led conferences

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 15%(30 students) to 17% (36 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring above proficiency (Levels 4 and 5) on the 2012 FCAT in Math was 15%(30 students).	The percent of students scoring above proficiency (Levels 4 and 5) on the 2013 FCAT in Math will be 17%(36 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	<p>1. Rigor</p> <p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p>	<p>Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data.</p> <p>Revisit data with students monthly or quarterly to determine if their goal has been met.</p> <p>Data will be used to make decisions regarding design of effective enrichment activities.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
2	<p>2. Interactive Learning Strategies and Differentiated Instruction</p> <p>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	<p>During independent practice, ask learners to develop higher order questions to be used to lead a Socratic seminar based on the text.</p> <p>Include these questions in Data Binders to be shared during student/teacher and student/administrator Data Chats.</p> <p>Over time, give all L 4&amp;5 learners opportunities to lead the class in a Socratic discussion using the questions they've developed.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>During data chats, students will demonstrate their understanding of the HOTS questions that they have developed based on a HOT question rubric.</p> <p>Data will be used to determine areas for re-teaching.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</p>	<p>Teacher will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>Utilize Non-negotiable collection tool to monitor use of intertextual triads.</p> <p>Data will be used to make decisions regarding design of effective enrichment activities.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>
4	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes.</p> <p>Writing rubrics with detailed expectations for response writing will be displayed and used.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>Utilize Non-negotiable collection tool to monitor journaling and notebooking across subject areas and short and extended responses.</p> <p>Data will be used to make decisions regarding teacher professional learning needed in the area of writing across the curriculum.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 Math FCAT will increase from 66% (76 students) to 69% (101) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students achieving learning gains on the 2012 FCAT was 66% (76 students).	The percent of students achieving learning gains on the 2013 FCAT will be 69% (101 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.	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.	Classroom teacher, academic coaches, principal, assistant principal	Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is working and adjust instruction as needed.  Utilize Non-negotiable collection tool to monitor use of HOTs.	Quarterly Assessment Data – Disaggregated by item complexity rating  PLC Notes which include Intervention Group Data Spreadsheet  Data from HOTs collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Classroom teacher, academic coaches, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
	3. Use of Informational Text across all Content	Students will be accountable for writing	Classroom teacher	Utilize Non-negotiable collection tool to monitor	Quarterly Assessment Data –

3	to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	short and extended responses a minimum of once each week in all classes.  Writing rubrics with detailed expectations for response writing will be displayed and used.	Gifted endorsed teachers  Gifted Resource Teacher  Leadership Team	journaling and notebooking across subject areas and short and extended responses.  Data will be used to make decisions regarding teacher professional learning needed in the area of writing across the curriculum.	Disaggregated by item complexity rating  Non-negotiable Collection Tool Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percent of students in the Lowest 25% making learning gains in Mathematics on the 2013 FCAT will increase from 78%(22 students)to 80%(30 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students in the Lowest 25% making learning gains in Mathematics on the 2012 FCAT was 78% (22 students).	The percent of students in the Lowest 25% making learning gains in Mathematics on the 2013 FCAT was 80% (30 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.	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	Classroom teacher, academic coaches, principal, assistant principal	Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is	Quarterly Assessment Data – Disaggregated by item complexity rating  PLC Notes which include Intervention Group

		success in meeting rigorous expectations.		working and adjust instruction as needed.  Utilize Non-negotiable collection tool to monitor use of HOTS.	Data Spreadsheet  Data from HOTS collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Classroom teacher, academic coaches, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes.  Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom teacher, math coach, principal, assistant principal	Utilize Non-negotiable collection tool to monitor journaling and notebooking across subject areas and short and extended responses.  Data will be used to make decisions regarding teacher professional learning needed in the area of writing across the curriculum.	Quarterly Assessment Data – Disaggregated by item complexity rating  Non-negotiable Collection Tool Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Avalon Elementary will reduce the achievement gap by 50% over the course of six years. In the year 2012-2013, we will reduce the achievement gap by 8.4% Our goal is 46%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Over six years, the number of students not proficient will decrease by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% (20 students)- Met Criteria Black: 43% (20 students)- Met Criteria Hispanic: 32% (44 students)- Did not Meet Asian: 100% (2 students) - Did not meet	White: 48% Black: 33% Hispanic: 41% Asian: 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	<p>1. Rigor</p> <p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>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.</p>	Principal, assistant principal	<p>Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.</p> <p>Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.</p> <p>Monitor lesson plans and provide feedback to teachers.</p> <p>Collect HOTS data during observations.</p> <p>Monitor monthly through trend reports to determine training implications.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Data from HOTS Data Collection Tool</p> <p>CTEM Observation Data</p>
2	<p>2. Interactive Learning Strategies and Differentiated Instruction</p> <p>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	<p>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.</p>	Principal, assistant principal	<p>Monitor evidence of Kagan structures in lesson plans.</p> <p>Utilize Non-negotiable collection tool to monitor use of collaborative structures.</p> <p>Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.</p> <p>Data will be used to make decisions regarding teacher professional learning.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Data from Non-negotiable collection tool</p> <p>CTEM Observation Data</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes.</p> <p>Writing rubrics with detailed expectations for response writing will be displayed and used.</p>	Classroom teacher, math coach principal, assistant principal	<p>Provide tiered interventions to support mastery of grade-level benchmarks.</p> <p>Collect ongoing progress monitoring data bi-weekly.</p> <p>Data will be used to make adjustments in instruction.</p>	<p>Quarterly Assessment Data – Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>Over six years, the number of students not proficient will decrease by 50%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>29% (27 students)</p>	<p>36% (32 students)</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist, ELL contact, principal, assistant principal	Monitor lesson plans and provide feedback to teachers.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is working and adjust instruction as needed.	Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup  PLC Notes which include Intervention Group Data Spreadsheet
2	2. Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist, ELL contact, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup  PLC Notes which include Intervention Group Data Spreadsheet  iObservation Data  Non-negotiable Data Collection Tool
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills Students have inadequate opportunities for writing outside of language arts instruction.	Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Instructional Support Specialist,  ELL contact, Math Coach, Principal, Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.  Determine if instruction/intervention is working and adjust instruction as needed.	Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup  PLC Notes which include Intervention Group Data Spreadsheet

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:	Over six years, the number of students not proficient will decrease by 50%.
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  Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction).  Submit lesson plans to a central database (School Shared Drive)to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	INSS, Classroom teacher, ESE resource teachers, principal, assistant principal	An administrator will attend each IEP meeting in order to closely monitor student progress toward IEP goals.  Collect ongoing progress monitoring data weekly or bi-weekly.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.	Quarterly Assessment Data – Disaggregated by subgroup  IEP Meeting Notes in Excent
2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all SWD to participate in collaborative activities and to appropriately fulfill specified roles within groups.	INSS, Classroom teacher, ESE resource teachers, principal, assistant principal	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by subgroup  Data from Non-negotiable collection tool  CTEM Observation Data
3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills across all content areas. (differentiated materials/instruction).	INSS, Classroom teacher, ESE resource teachers, Math Coach, Principal, Assistant Principal	An administrator will attend each IEP meeting in order to closely monitor student progress toward IEP goals.  Collect ongoing progress monitoring data weekly or bi-weekly.  Meet with grade level data teams a minimum of twice per month to analyze data from common assessments and OPM.	Quarterly Assessment Data – Disaggregated by subgroup  IEP Meeting Notes in Excent

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:	Over six years, the number of students not proficient will decrease by 50%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (66 students)	43% (85 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.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal, Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Collect HOTS data during observations.  Monitor monthly through trend reports to determine training implications.	Quarterly Assessment Data – Disaggregated by item complexity rating  CTEM Observation Data  Data from HOTS collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close reading instruction.  Monitoring Lesson Study data and reflections to determine need for teacher training in use of close reading and intertextual triad.	Quarterly Assessment Data – Disaggregated by item complexity rating  Lesson Study Data and Reflections
4	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes.  Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom teacher, Math and Science Coaches, Principal, Assistant Principal	Monitor the use of math and science journals/notebooks/exit tickets.  Data collected on student writing performance generated from rubric scores will be monitored, analyzed, and interpreted.  Data will guide instructional decisions for students and training for teachers.	Quarterly Assessment Data – Disaggregated by item complexity rating  Data binders and data chats  Student-led conferences

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model Drawing	K-5	Math Coach	Grade-level PLCs	Monthly in first quarter. Scheduled as needed/requested after first quarter.	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Principal, Assistant Principal
8 Standards for Mathematical Practices	K-5	Math Coach	Grade-level PLCs	Early Release Days	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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.	Full Time Math Coach Modeling, demonstrating, and coaching of math instruction (K-5)	Title 1	\$53,206.90
			Subtotal: \$53,206.90
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: \$53,206.90

# 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:		The percent of students scoring Level 3 on FCAT Science will improve from 30% (17 students) to 35% (23 students).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
The percent of students scoring Level 3 on FCAT Science 2012 was 30%(17 students).		The percent of students scoring a Level 3 on FCAT Science 2013 will be 35% (23 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.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal	Monitor lesson plans and provide feedback to teachers.  Collect HOTS data during observations.  Monitor monthly through trend reports to determine training implications.  Monitor monthly through trend reports to determine training implications.	Quarterly Assessment Data –Disaggregated by item complexity rating  CTEM Observation Data  Data from HOTS collection tool
2	2. Interactive Learning Strategies and Differentiated Instruction  Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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	Monitor evidence of Kagan structures in lesson plans.  Utilize Non-negotiable collection tool to monitor use of collaborative structures.  Utilize iObservation to record the frequency of cooperative strategies observed during classroom visitations.  Data will be used to make decisions regarding teacher professional learning.	Quarterly Assessment Data –Disaggregated by item complexity rating  Data from Non-negotiable collection tool  CTEM Observation Data
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Instruction infrequently utilizes both fiction and	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through	Reading Coach, Media Specialist, Principal, Assistant Principal	All grade level teams will participate in a grade level specific Lesson Study to establish best practices for close reading instruction.	Quarterly Assessment Data –Disaggregated by item complexity rating

3	non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.		Monitoring Lesson Study data and reflections to determine need for teacher training in use of close reading and intertextual triad.	Lesson Study Data and Reflections
4	3. Use of Informational Text across all Content to Teach Reading and Writing Skills  Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Classroom teacher, Math and Science Coaches, Principal, Assistant Principal	Monitor the use of math and science journals/notebooks/exit tickets.  Data collected on student writing performance generated from rubric scores will be monitored, analyzed, and interpreted.  Data will guide instructional decisions for students and training for teachers.	Quarterly Assessment Data –Disaggregated by item complexity rating  Data binders and data chats  Student-led conferences

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:	The percent of students scoring a Level 4 on FCAT Science in 2013 will improve from 5% (3 students) to 6% (4 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring a Level 4 on FCAT Science 2012 was 5% (3 students).	The percent of students scoring a Level 4 on FCAT Science in 2013 will be 6% (4 students).

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Rigor</p> <p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Students will write a contract for achieving a 4 on the scale; identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p>	<p>Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data.</p> <p>Revisit data with students monthly or quarterly to determine if their goal has been met.</p> <p>Data will be used to make decisions regarding design of effective enrichment activities.</p>	<p>Quarterly Assessment Data –Disaggregated by item complexity rating</p>
2	<p>2. Interactive Learning Strategies and Differentiated Instruction</p> <p>Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.</p>	<p>During independent practice, ask learners to develop higher order questions to be used to lead a Socratic seminar based on the text.</p> <p>Include these questions in Data Binders to be shared during student/teacher and student/administrator Data Chats.</p> <p>Over time, give all L 4&amp;5 learners opportunities to lead the class in a Socratic discussion using the questions they've developed.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>During data chats, students will demonstrate their understanding of the HOTS questions that they have developed based on a HOT question rubric.</p> <p>Data will be used to determine areas for re-teaching.</p>	<p>Quarterly Assessment Data –Disaggregated by item complexity rating</p>
3	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.</p>	<p>Teacher will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>Utilize Non-negotiable collection tool to monitor use of intertextual triads.</p> <p>Data will be used to make decisions regarding design of effective enrichment activities.</p>	<p>Quarterly Assessment Data –Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>
4	<p>3. Use of Informational Text across all Content to Teach Reading and Writing Skills</p> <p>Students have inadequate opportunities for writing outside of language arts instruction.</p>	<p>Students will be accountable for writing short and extended responses a minimum of once each week in all classes.</p> <p>Writing rubrics with detailed expectations for response writing will be displayed and used.</p>	<p>Classroom teacher</p> <p>Gifted endorsed teachers</p> <p>Gifted Resource Teacher</p> <p>Leadership Team</p>	<p>Utilize Non-negotiable collection tool to monitor journaling and notebooking across subject areas and short and extended responses.</p> <p>Data will be used to make decisions regarding teacher professional learning needed in the area of writing across the curriculum.</p>	<p>Quarterly Assessment Data –Disaggregated by item complexity rating</p> <p>Non-negotiable Collection Tool Data</p>

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

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
Modeled Lesson using the 5Es.	K-5	Science Coach	K-5 Classroom teachers, Science Points of Contact	Early release days-quarterly	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Principal/Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be accountable for writing short and extended responses a minimum of once each week in all classes.	Materials for science notebooks	school-based	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$300.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The percent of students achieving a Level 3 or higher on 2013 FCAT Writing will be 69% (50 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students achieving proficiency on 2012 FCAT Writing (3.0 or higher) was 63% (41 students).	The percent of students achieving proficiency on 2013 FCAT Writing will be 69% (50 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	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	As evidence of strategic and extended thinking in writing, teacher will hold students accountable for producing a written analysis of multiple genres of thematically connected texts a minimum of six times per year. In K-1 classrooms the process will be implemented through Read-Alouds.	Reading Coach, Leadership Team	Grade level PLCs will meet quarterly with leadership team to analyze student writing samples by placing scores on a continuum.  Data will be used to plan future lessons, and intervention as well as enrichment activities.	PLC Meeting Minutes
2	Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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.	Classroom teachers	Grade level PLCs meet weekly to discuss best practices. Topic to be included in monthly is best practices in teaching "Check for 3."  Teams will post best practices for full implementation of "Check for 3" on AVE share drive. AVE Share Drive	AVE Share Drive PLC Meeting Minutes
	Students have inadequate opportunities for writing	Students will be accountable for writing short and extended	Classroom teachers	Grade level PLCs meet weekly to discuss best practices. Topic to be	AVE Share Drive PLC Meeting

3	outside of language arts instruction.	responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	included monthly is writing short and extended responses across content areas.  Teams will post best practices for writing short and extended responses across content areas on AVE share drive.	Minutes
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	The percent of students scoring a Level 4 or higher on FCAT Writing will increase from 8% (5 students) to 9% (7 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring a Level 4 or higher on FCAT Writing 2012 was 8% (5 students).	The percent of students scoring a Level 4 or higher on FCAT Writing 2013 will be 9% (7 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
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
Use of conventions, spelling, punctuation in student writing (Grammar)	K-5	Reading Coach, ESE Resource Teacher, ELL Contact	K-5 teachers related arts teachers	Selected early release days, grade-level PLCs	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future professional learning.	Reading coach, Leadership Team
Journaling and notebooks; short and extended responses to text	K-5	Science Coach, Reading Coach	K-5 teachers related arts teachers	Selected early release days, grade-level PLCs	Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool.  Data gathered will be used to direct future	Reading coach, Science coach, Leadership Team



Write Traits training	3,4	Reading Coach, ESE Resource Teacher, ELL Contact	Grades 3, 4	Grade Level PLCs	professional learning. Classroom observations using the electronic non-negotiable list as well as CTEM observations using the iObservation tool. Data gathered will be used to direct future professional learning.	Reading coach, Leadership Team
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Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By July 2013, the Average Daily Attendance (ADA) will increase from 96% to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The Average Daily Attendance Rate for 2012 was 96%.	The Average Daily Attendance Rate for 2013 will be 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2012 school year, 22% (123 students) had excessive absences.	The percent of students with excessive absences will improve to 20% (115 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

During the 2012 school year, 10% (47 students) had excessive tardies.			The percent of students with excessive tardies will improve to 8% (44 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	Students may lack motivation to attend school on a daily basis.	<p>Implementing PBS supports at all levels addressing attendance.</p> <p>Tier 1(Universal supports): Rewards/Recognition for perfect attendance at the classroom level. Classrooms will be recognized on a daily, weekly, and monthly level for achieving perfect attendance.</p> <p>Recognition: On a daily basis, classrooms achieving perfect attendance will be announced on the morning news.</p>	<p>Classroom teacher/Data entry- Daily attendance monitoring</p> <p>Assistant Principal</p>	In addition to weekly monitoring of average daily attendance rates, percentage of classrooms achieving daily, weekly, and monthly perfect attendance will be monitored for effectiveness of Tier 1 plan.	Monthly Attendance reports will be used to determine if 98% Average daily attendance rate is being achieved.
2	Parents may not understand their responsibility to ensure daily attendance of their child.	<p>Parent, Teacher, Administration, and student conference.</p> <p>Parent/student attendance contract will be developed after 4 absences.</p> <p>Attendance contract will be monitored on a bi-weekly basis with school administration.</p>	Assistant Principal	Daily attendance data will be analyzed to determine the effectiveness of attendance contracts.	Weekly attendance data on selected students.
3	Parents may have limited understanding of the state law for attendance and consequences of continued poor attendance.	Conference will be held with parent, Administrator and/or the District Truancy officer to educate the parent on the state law and consequences for continued poor attendance. Truancy documents will be shared with the parents.	Principal	Daily attendance data reflecting attendance of those who are on an attendance contract and have been educated on the policy analyzed to determine the effectiveness of the strategy.	Weekly attendance data on selected 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						

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
			<b>Grand Total: \$0.00</b>

*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:	The number of in-school suspensions will decrease from 2% (8) to 1% (5).  The number of out-of-school suspensions will decrease from 0% (2) to 0% (0).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions for 2012 was 9.	The expected number of in-school suspensions for 2013 is 5.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in-school for 2012 was 8.	The expected number of students suspended in-school for 2013 is 5.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
The total number of out-of-school suspensions for 2012 was 2.	The expected number of out-of-school suspensions for 2013 is 0.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
The total number of students suspended out-of-school for 2012 was 2.	The expected number of students suspended out-of-school for 2013 is 0.				
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be using behavior plans to address behavior issues.	PBS Committee members, and INSS will train grade level teams on the use of behavior plans.	Assistant Principal	PBS data will be analyzed to determine effectiveness of behavior plans and adjust behavior plans accordingly.	PBS 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
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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percent of parents involved in school activities will increase from 50% to 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50%	60%

### 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	A majority of the students have non-English speaking parents. They feel uncomfortable linguistically in the school setting.	Provide all printed material in English, Spanish, and Creole.  Provide for translation at all school functions.	Assistant Principal, Title 1 Documentation Coordinator, Tutors, ELL Contact	The number of families attending school events will be used to determine the effectiveness of this strategy.	Sign-in sheets
2	Parents do not know how to actively participate with their child's academic achievements.	Academic Night in conjunction Student-led conferences will be held at the beginning of the school year.  Parents will be given an overview of the expectations, curriculum, and exemplars.  Parents and students discuss benchmark testing and goals for the school year.	Classroom Teacher, ELL Contact, Leadership Team	Parents will fill in a feedback/suggestion form following academic night.  Information from the forms will be used to plan future parent information nights.	Sign-in sheets Feedback forms
3		Train staff members on strategies for creating a positive and welcoming office environment to promote parent involvement and build parent capacity.  "Opening Doors" Staff Training 9/17/12	Principal	Participants will complete a training feedback form.  Information from the forms will be used to strategize a list a ways to build parent capacity.	Sign-in sheet Feedback forms

4		Avalon will hold one pair/share afternoon, and one pair/share evening where parents will have an opportunity to "make and take" an activity for Reading, Mathematics, and writing that is linked with the curriculum for their child's grade level.	Classroom Teachers, ELL Contact, Academic Coaches, Leadership Team	The number of families attending each event will be used to determine the effectiveness of this strategy.  Participants will complete a training feedback form.  Information from the forms will be used to plan future parent information nights.	Sign-in sheet  Feedback forms
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opening Doors	Office Staff	Title 1 Staff	Office Staff	9-17-2012	Participants will complete a training feedback form.  Information from the forms will be used to strategize a list a ways to build parent capacity.	Sign-in sheet  Feedback forms

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	Provide written Right to Know information regarding Teacher qualifications and subsequent written notification of Highly Qualified Teacher issues as they arise. Information provided in letters that are translated into three languages and distributed to parents.	Title 1 Parent Involvement	\$602.72
Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	Provide Parent Compact. Reviewed annually by the SAC with parent input and revised as needed. Translated into three languages and signed at the Annual Title 1 Meeting and throughout the year as needed.	Title 1 Parent Involvement	\$700.06
Avalon will hold one pair/share afternoon, and one pair/share evening where parents will have an opportunity to "make and take" an activity for Reading, Mathematics, and writing that is linked with the curriculum for their child's grade level.	Avalon will conduct informational training for parents by way of meetings, parent newsletters, curriculum nights, and FSG sponsored workshops.	Title 1 Parent Involvement	\$924.00

Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	Parent Newsletter - Instructional supplies will be purchased i.e. paper and computer ink for parent involvement newsletters and training materials.	Title 1 Parent Involvement	\$165.00
			Subtotal: \$2,391.78
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Night in conjunction Studentled conferences will be held at the beginning of the school year. Parents will be given an overview of the expectations, curriculum, and exemplars. Parents and students discuss benchmark testing and goals for the school year.	Open House/Academic Nights in which an explanation of the Title 1 status and a list of personnel funded by Title 1 is presented via in-school television and provided on handout. Translations are provided during the meeting.	Title 1 Parent Involvement	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$2,591.78</b>

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		Increase STEM activities school-wide throughout the curriculum to incorporate at least one STEM activity per grade per quarter.			
STEM 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
1	Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content.	District support staff, Academic coaches, Points of contact, Principal, Assistant Principal, Leadership team	Teachers will complete professional learning feedback sheets. Data from these sheets will direct follow-up needed at grade-level or comfort-level PLC meetings.	Professional Learning Feedback Forms
2		Academic coaches and Instructional Resource teacher will work closely with classroom teachers to plan effective lessons that extend the curriculum across multiple subject areas.	Academic coaches, Instructional resource Teacher, Points of contact, Leadership team	Grade-level teachers work with academic coaches to write STEM lesson plans once per quarter. CTEM Teacher Leaders observe lesson and provide feedback	Lesson Plans. PLC Meeting Notes.

				individually or in grade-level PLCs.  Feedback will be used to guide planning of future STEM lessons.	
3		Students will be exposed to multiple STEM activities that allow students to think creatively, experiment, and work with data throughout the school year.  Planned Activities include:  Global Garden Program  Science Fair Participation  Super Science Early Release Days  Field Trips: Rookery Bay Naples Botanical Garden	Academic coaches, Instructional Resource Teacher, Points of contact, Leadership team	Students will complete learning feedback forms.  Data from these forms will be discussed at grade level PLCs and be used to inform subsequent STEM instruction.	Student Learning Feedback Forms

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
Train teachers in how to incorporate STEM applications into the curriculum.	K-5	Science Coach, District Curriculum and Instruction Personnel	Grade level PLCs	Grade level PLCs during the 1st semester	Leadership team will monitor PLC notes, hold discussions will grade level PLCs, and use this information to plan future professional learning.	Leadership Team

STEM Budget:

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



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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Monitor progress a minimum of once per month by monitoring student record of reading behavior which will include a text dependent written response.	.5 Academic Coach K-5 teachers will be provided with intervention and instruction support and techniques to assist in meeting the needs of multiple instructional levels in their classrooms. In addition, K-5 teachers will be provided with data management and data analysis guidance in order to assist in assessment driving planning and instruction. Data analysis will be used for providing appropriate instruction and interventions.	Title 1	\$29,993.10
Reading	Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Comprehension Tool Kit	Title 1	\$2,894.00
Reading		Building Vocabulary from Word Roots Kit	Title 1	\$1,800.00
Reading	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Informational Text	Title 1	\$500.00
Mathematics	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.	Full Time Math Coach Modeling, demonstrating, and coaching of math instruction (K-5)	Title 1	\$53,206.90
Science	Students will be accountable for writing short and extended responses a minimum of once each week in all classes.	Materials for science notebooks	school-based	\$300.00
		Provide written Right to Know information regarding Teacher		

Parent Involvement	Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	qualifications and subsequent written notification of Highly Qualified Teacher issues as they arise. Information provided in letters that are translated into three languages and distributed to parents.	Title 1 Parent Involvement	\$602.72
Parent Involvement	Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	Provide Parent Compact. Reviewed annually by the SAC with parent input and revised as needed. Translated into three languages and signed at the Annual Title 1 Meeting and throughout the year as needed.	Title 1 Parent Involvement	\$700.06
Parent Involvement	Avalon will hold one pair/share afternoon, and one pair/share evening where parents will have an opportunity to "make and take" an activity for Reading, Mathematics, and writing that is linked with the curriculum for their child's grade level.	Avalon will conduct informational training for parents by way of meetings, parent newsletters, curriculum nights, and FSG sponsored workshops.	Title 1 Parent Involvement	\$924.00
Parent Involvement	Provide all printed material in English, Spanish, and Creole. Provide for translation at all school functions.	Parent Newsletter - Instructional supplies will be purchased i.e. paper and computer ink for parent involvement newsletters and training materials.	Title 1 Parent Involvement	\$165.00
				Subtotal: \$91,085.78

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

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	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.	Kagan Cooperative Learning Professional Development Training: August, January	Title 1	\$6,778.00
CELLA	Using ELL Strategies appropriately in the classroom during delivery of instruction	ELL Contact, District Personnel	n/a	\$0.00
CELLA	English Language Learner Teaching Strategies That Work (including visual aids, and hands on activities)	ELL Contact, District Personnel	n/a	\$0.00
				Subtotal: \$6,778.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Academic Night in			

Parent Involvement	conjunction Studentled conferences will be held at the beginning of the school year. Parents will be given an overview of the expectations, curriculum, and exemplars. Parents and students discuss benchmark testing and goals for the school year.	Open House/Academic Nights in which an explanation of the Title 1 status and a list of personnel funded by Title 1 is presented via in-school television and provided on handout. Translations are provided during the meeting.	Title 1 Parent Involvement	\$200.00
				Subtotal: \$200.00
				Grand Total: \$98,063.78

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/20/2012)

## 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
SAC funds will be used the school-wide cooperative learning initiative through the purchase of resources and supplies. Additional funds may be used for Temporary Duty substitutes	\$1,435.00

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

The School Advisory Council will meet monthly to determine the distribution of School Improvement Funds towards a specific school need. The council will also advise school administration on budget and safety issues.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Collier School District AVALON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	55%	57%	38%	221	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	73%	35%			108	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?	65% (YES)	44% (NO)			109	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					438	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District AVALON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	63%	78%	38%	241	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	63%	57%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	68% (YES)			120	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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested