FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CALUSA PARK ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. Terrie Mitev

SAC Chair: Mrs. Christa Osterbrock

Superintendent: Dr. Kamela Patton

Date of School Board Approval: pending

Last Modified on: 10/14/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Terrie Mitev	Eled; Ms Math; Master's – Ed Leadership EdD – Ed Leadership	6	19	Calusa Park has regained their A status with a diverse and changing population. Lowest 25% making gains : Reading FY07 – 84%; FY08 – 64%; FY09 – 63%; FY10 -55 % FY11- 58%. FY12 – 72% MATH FY07 – 51%; FY08 – 67%; FY09 – 71%; FY10 - 61%; FY11 - 57%. FY12 – 66% RDG Making Gain: FY07 – 83%; FY08 – 74%; FY09 – 79%; FY10 – 73%. FY12 – 73% MATH Making Gain: FY07 – 60%; FY08 – 68%; FY09 – 68%; FY10 - 70%. FY12 – 71% WRTG Proficiency: FY07 – 77%; FY08 – 87%; FY09 – 87%; FY10 - 91%. FY12 – 85% As principal at Sabal Palm prior to Calusa Park, the students realized similar success. Between 2003-2007, the school moved from B to an A. AYP was achieved.
		BS- Speech Pathology, Florida State			

		University; MS in Speech Pathology, Florida State University; Certification in Educational Leadership, University of South Florida	7	11	Assistant Principal of Calusa Park Elementary 2008-2012: Grade A for FY2012. Dean of Calusa Park Elementary 2006 - 2008: Grade A Dean of Golden Terrace Elementary School 2004 - 2006: Grade C According to statute,
Assis Principal	Sharon Wheeler				

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	Debra Smith	Specific Learning Disabilities, Elementary Education, Reading Endorsement, ESOL Endorsement, Master's Degree	11	11	Has history of academic excellence, successful past experience working with both ELL and ESE subgroups

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	1.Active recruitment at job fairs.	Principal	ongoing	
2	2.Calusa Park has reputation as being a desirable place to work.	Faculty and Staff		
3	3.Support networks are formed for new teachers through peer mentors.	Principal and mentor teachers	ongoing	
4	4.Monthly meetings for updates on information	Assistant Principal	ongoing	
5	5. Support for innovation and empowerment of teachers in decision making process.	Leadership Team	ongoing	
6	CCPS policy is to hire only highly qualified teachers. Consequently, all teachers are certified and HQ in their area of assignment. However, the following teachers are working toward endorsement in [ELL, reading, ESE – see appendix C]. Following the October FTE, we will update this document with the official list.	District	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
76	1.3%(1)	21.1%(16)	55.3%(42)	23.7%(18)	43.4%(33)	131.6% (100)	7.9%(6)	2.6%(2)	72.4%(55)

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
Debra Smith & Laura Jewell	Kevin Williams	Mrs. Jewell is an excellent teacher with broad background experience who can assist Mr. Williams with development of management strategies, instructional strategies, and overall information.	Planning, classroom management strategies, reciprocal observations, coaching cycle. The mentor and mentee are meeting weekly to discuss plans, collaborate on the PLC to discuss research based strategies for strategic interventions. The mentor will be provided release time to observe, as well as provided feedback from multiple observations and discussions with the leadership team. Specific feedback will be provided through the use of Marzano strategies.
Amy Howell & Debra Smith.	Victoria Blakemore	Mrs. Smith is the Reading Coach and will take Victoria through the Coaching Cycle. Mrs. Howell is an excellent teacher with broad background experience who can assist Ms. Blakemore with development of management strategies, instructional strategies, and overall information	The mentor and mentee are meeting weekly to discuss plans, collaborate on the PLC to discuss research based strategies for strategic interventions. The mentor will be provided release time to observe, as well as provided feedback from multiple observations and discussions with the leadership team. Specific feedback will be provided through the use of Marzano strategies.

Lynn Meyers & Yolanda Sohn	Jennifer Biagi	Ms. Meyers and Mrs. Sohn are excellent teachers with broad background experience who can assist Ms. Biagi with development of management strategies, instructional strategies, and overall information.	Continued for year 2. The mentor and mentee are meeting weekly to discuss plans, collaborate on the PLC to discuss research based strategies for strategic interventions. The mentor will be provided release time to observe, as well as provided feedback from multiple observations and discussions with the leadership team. Specific feedback will be provided through the use of Marzano strategies.
Jon Mundorf	John Luciano	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations
Maria Ferro	Crystal Bermudez	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations
Jackie Lippold	Julie Baumgardner	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations
Marilyn McLaughlin	Abby Morton	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations
Barbara Van Dusen	Stacy Hamburg	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations
Donna Costi	Michelle Adams	Team Member who is experienced and highly effective. Will provide support in 2nd year of teaching.	Planning, classroom management strategies, reciprocal observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

Select General Education Teachers: One teacher per grade level provides information about core instruction, participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional materials/activities into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Reading Coach: Develops, leads, and evaluates school core content standards/program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Provides professional development and technical support to teachers and staff regarding data management and display.

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

School Counselors: Participates in student data collection, integrates behavioral intervention materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching, PBS strategies and interventions.

ELL Teachers: Participates in student data collection, assesses for language proficiency, makes observations, and gives input into functioning of second language students.

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 functions on various levels: Members of the Leadership Team meet weekly with grade level teams to review universal data (FAIR, benchmark assessments, test scores) and link to instructional decisions; review progress monitoring data; identify, develop, and select common assessments for progress monitoring purposes; identify students who are meeting/exceeding benchmarks, those at moderate risk and those at high risk. Based on the information the team will identify professional development and resources. Grade level teams will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The Leadership Team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Monthly PLCs will meet for the purpose of vertical articulation along the grade levels regarding core subject areas – reading, math, writing, science, and social studies as well as, professional development. These teams will discuss effective strategies, continuous progress, and common areas of instructional strengths and weaknesses.

MTSS Leadership Team will meet bi-weekly to review universal data (FAIR, benchmark assessments, test scores) and link to instructional decisions; review progress monitoring data implemented in the classrooms; identify, develop, and select common assessments for progress monitoring purposes; identify students who are meeting/exceeding benchmarks, those at moderate risk and those at high risk; assist grade level teams to identify appropriate evidence-based intervention strategies. Additionally, the MTSS Leadership Team oversees parent ivolvement in the process and that communication is documented in Data Warehouse.

Based on the information the team will identify professional development and appropriate resources.

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 school-based MTSS Leadership Team met with the principal and assistant principal to identify areas of strengths and weaknesses to be addressed. Each member of the team participates in grade level PLC's and cross-grade level PLC groups that are organized by content area. Discussions of goals, strategies and professional development are conducted in these meetings, brought forth to RtI and SAC groups for finalization.

The team provided data on: Tier 1, Tier 2, and Tier 3 targets; provided in-service on strategies for accommodations and interventions, goal setting and progress monitoring.

MTSS Implementation

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

Data are collected through a variety of means depending on the need and the interevention. FAIR, Benchmark assessments, writing prompts and portfolios, common assessment and the use of Data Warehouse assist in the collection and monitoring of academic data of Tier 2 level students. Additionally, Tier 3 progress and response to instruction are tracked through My Reading Coach and Leveled Literacy Intervention data bases. Behavioral interventions for students includes Check in/ Check out systems, PMPs, and behavior plans. All data are tracked housed in our Data Warehouse system or Student Pass.

School teams meet in grade level teams as professional learning communities. During these meetings, teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed during core instruction. 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 demonstrate a need for additional support beyond tier one core instruction, PLCs and/or the school's MTSS team determine targeted and/or intensive strategies and interventions. MTSS teams will monitor progress and determine and/or implement Tier 3 strategies. The Data Warehouse data management system continues to follow the student's progress as monitored by the Progress Monitoring Plan. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.

Data Management Systems:
Data Warehouse, a district program, is used to house multiple forms of student assessment information. It includes universal data as well as places to input formative and custom assessment progress monitoring data. Individual, small group, class and school-wide data can be accessed and graphed. Data can be graphed in a multitude of ways (bar, line pie, scatter plot) to monitor student growth. Additionally, qualitative information is available. PLC notes and parent conferences can be recorded and accessed as needed.
TERMS, both a district and state data-base, is a repository of students' current and historic demographic and academic data. TERMS "talks" to Data Warehouse so that district student data are always current.
StudentPass, a district-developed program, tracks student attendance and discipline. Data are entered in StudentPass enabling reports on attendance, excessive tardiness, office discipline referrals, ISS and OSS.

Describe the plan to train staff on MTSS.

A variety of methods will be used to train staff on MTSS. Job embedded coaching will be used to train PLC teams in the following processes that support instruction and intervention: problem-solving, developing progress monitoring plans, data collection and data analysis. Online self-paced modules are available through our ANGEL online learning platform. ANGEL also houses a variety of resources including video clips, intervention ideas, behavior management techniques, data collection tools, etc. to support the professional growth of staff. In addition, live trainings in differentiated instruction and utilizing MTSS/RtI in the classroom are available.

Describe the plan to support MTSS.

MTSS is supported in multiple ways. The master schedule is designed to provide common planning time for PLCs to plan and discuss core instruction, progress monitoring plans and data collection and analysis. Time is also allotted for professional learning opportunities. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of professional learning opportunities and targeted supports that staff will need to effectively implement MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Dr. Terrie E. Mitev
Assistant Principal – Mrs. Sharon Wheeler
Reading Coach – Mrs. Debra Smith
ELL Resource – Ms. Karin Reinbold
4th grade teacher - Jackie Lippold
ELL Coordinator - Ms. Mili Arias
Media Specialist - Debbie Roome
InSS - Carolyn Chesney

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

The Literacy Leadership Team meets monthly with teacher representatives from all grade levels. This team reviews the School Improvement Plan goals and progress, reading curriculum implementation and reading resources. This team also continuously reviews reading intervention strategies and student progress through the MTSS process and the tier 3 intervention, Leveled Literacy.

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

The main goal of the LLT is to monitor the strategies and implementation of the Reading section of the School Improvement Plan. A major initiative of the LLT this year is to monitor the implementation of the tier 3 interventions, Leveled Literacy. The team will oversee the tier three professional development and implementation.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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:	The percentage of students scoring at Level 3 will remain at 30%, an increase of 12 students demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (127)	38% (139)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.) Utilize a variety of strategies to enhance students' understanding of text through reading, re-reading, asking and answering text dependent questions and discussing text with	Leadership, INSS	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans

		increasing complexity, including specific vocabulary/syntax tasks, and written responses to text.			
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and/or multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Leadership, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review of lesson plans.

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:	Increase percentage of students scoring Levels 4 and 5 by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (186)	47% (217)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.2. Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students Utilize a variety of strategies to enhance students' understanding of text (Literature Circles, Socratic Seminars, Philosophical Chairs, cooperative structures, reading and re-reading of text with increasing complexity). Advanced readers will be given leadership opportunities within a variety of cooperative structures.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations to record frequency of variety of strategies, MTSS data, observation of 30 minute morning differentiation time for effectiveness of intervention.
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and/or multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review of lesson plans.

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 percentage of students making reading gains will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (188)	76% (229)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. 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.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies.
	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-	Literacy Leadership Team, INSS, Kagan coaches	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions,

2	the needs of all learners.	expectancy students. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified roles within groups.			conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review of lesson plans.
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and/or multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	District staff, Literacy Leadership Team, Reading Coach.	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review of lesson plans.

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 percentage of the lowest 25% demonstrating learning gains will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (46)	75% (57)

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	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.

Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. | District staff, Literacy Leadership Team | Review of lesson plans, formal and informal observations conducted by administration | CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings. |
| 2 | Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners. | Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)

Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations | Literacy Leadership Team, INSS | Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes | CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings. |
| 3 | Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and/or multiple texts, students will build analytic and evaluative thinking and comprehension strategies.

Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. | Literacy Leadership Team, INSS | Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes | CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings. |

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students scoring at Level 3 will increase demonstrating reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80%(129) Black: 54%(47) Hispanic: 76% (112) Asian:100% (9) American Indian: 75% (3	White: 82% (142) Black:59% (46) Hispanic:59% (141) Asian:100% (10) American Indian:78% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking and support learners from diverse cultures and backgrounds.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, data analysis meetings	CTEM, conferences with administrators, Professional Development sign-in sheets, data collection documentation, data dialogue review.
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.) Teachers will maintain data by sub-group in	Literacy Leadership Team, INSS	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, data analysis meetings	CTEM, conferences with administrators, Professional Development sign-in sheets, data collection documentation, data dialogue review

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.			
	3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and multiple texts, students will build analytic and evaluative thinking and comprehension strategies. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, data analysis meetings	CTEM, conferences with administrators, Professional Development sign-in sheets, data collection documentation, data dialogue review

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:	Increase percentage of ELL students scoring Level 3 or higher by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (57)	65% (65)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will utilize	District staff, Literacy Leadership Team, ELL Resource Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM, conferences with administrators, Professional Development sign-in sheets, data collection documentation, data dialogue review

					multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.
2		Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.) Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Literacy Leadership Team, INSS	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations to monitor engagement and involvement ELL students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning and ELL strategies are incorporated into instructional plans, documentation of Coaching Cycle, schedules and plans of ELL Resource teachers and tutors.
3		Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single and/or multiple texts, students will build analytic and evaluative thinking and comprehension strategies. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to monitor engagement and involvement ELL students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning and ELL strategies are incorporated into instructional plans, documentation of Coaching Cycle, schedules and plans of ELL Resource teachers and tutors.
4		Struggling students face multiple challenges and demonstrate deficits in vocabulary, comprehension, and test-taking strategies.	Teachers will identify reading deficits through the administration of common assessments. Teachers then will provide explicit instruction during the guided reading block on identified reading deficit(s) Reading strategies will be integrated into content area instruction to provide follow up on how to integrate these same strategies across the curriculum. Students identified as nonresponsive to Tier 1 and Tier 2 instruction, will be provided intensive interventions through use of LLI. Provide extended day opportunities to include	Administration and Success Club Program Coordinator	Program coordinators conduct an analysis of gain scores using the results of pre and post-tests. Teachers will review data from FCAT Explorer following FCAT results.	FCAT; FCAT Explorer; attendance roster, Core common assessments

	Success Club, FCAT Explorer, RAZ Kids.			

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:	Increase the percentage of SWDs demonstrating proficiency by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (10)	37% (12)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</td>
<td>Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning.

Teachers will accommodate/adapt classroom work to be consistent with IEP goals, working in small groups or individually with students to support improved reading skills differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.</td>
<td>District staff, Literacy Leadership Team, INSS</td>
<td>Review of lesson plans, formal and informal observations conducted by administration</td>
<td>CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.</td>
</tr>
<tr>
<td>2</td>
<td>Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.</td>
<td>5D.2. Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.)

Teachers will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.</td>
<td>Literacy Leadership Team, INSS, Kagan coaches</td>
<td>Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes</td>
<td>CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated</td>
</tr>
</table>

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
3		Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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. Teachers will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.

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:	Increase percentage of Economically Disadvantaged students demonstrating proficiency by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (174)	69% (204)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will maintain data by sub-group in	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document

#	Barrier	Strategy	Person/Position Responsible	Process to Determine Effectiveness	Evaluation Tool
		order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.			professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. (See CTEM alignment.) Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Literacy Leadership Team, INSS	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, data analysis meetings	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
	Struggling students face multiple challenges and demonstrate deficits in vocabulary, comprehension, and test-taking strategies.	Teachers will identify reading deficits through the administration of common assessments. Teachers then will provide explicit instruction during the guided reading block on identified reading deficit (s) Reading strategies will be integrated into content area instruction to provide follow up on how to integrate these	Administration and Success Club Program Coordinator	Program coordinators conduct an analysis of gain scores using the results of pre and post-tests. Teachers will review data from FCAT Explorer following FCAT results.	FCAT; FCAT Explorer; attendance roster, Core common assessments

4		same strategies across the curriculum. Students identified as nonresponsive to Tier 1 and Tier 2 instruction, will be provided intensive interventions through use of LLI. Provide extended day opportunities to include Success Club, FCAT Explorer, RAZ Kids. Administration and Success Club Program Coordinator				

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
Professional Development in District initiatives - Webb's Depth of Knowledge, close reading, Socratic Seminars, Philosophical Chairs,notebooking, short and extended repsonses.	K - 5	District Staff and Reading Coach	All Instructional Staff	ERD Sep; Followup consultations w/ teams	Review of Lesson plans, observations, feedback	Leadership Team
Kagan	K - 5	C Block & J Berning	All Instructional Staff	ERDs and Monthly Mtgs	Review of Lesson plans,	Leadership and Kagan Coaches
Coaching Cycle	K - 5	Reading Coach	Select Teachers	Sep 2012- Jan 2013	Review of Lesson plans, observations, feedback	Leadership Team
Common Core State Standards	K - 5	District Staff, Reading Coach, ELL Resource Teacher & AP	All Instructional Staff	ERDs throughout the year	Review of Lesson plans, observations, feedback	Leadership Team

Reading 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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 5% as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in listening/speaking:

45% (66) students are proficient in Listening/ Speaking in grade K-5 at Calusa Park Elementary School.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students do not have opportunities to speak and listen to grammatically correct English outside of the classroom. This inhibits language acquisition and attainment of literacy skills.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to: Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups; Build on others' talk conversations by responding to the comments of others through multiple exchanges; Ask questions to clear up any doubts about key details in a text read aloud or information presented	Leadership Team and/or ELL teacher, ELL Contact.	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans. Teacher created rubrics to measure growth. Spring CELLA assessment.

		orally or thorough other media. Utilize Kagan structures to encourage verbal exchanges with peers and model language.			

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

2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 academic year, the percentage of LY students proficient in Reading will have increased in at least 5% as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in reading:
33% (47)students are proficient in Reading in grade K-5 at Calusa Park Elementary School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students do not have opportunities to speak or listen to grammatically correct English, nor do they have access to literature in English outside of the classroom. This inhibits language acquisition and attainment of literacy skills. Many of these students have arrived at the school within the last six months with very limited or interrupted education.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the area of Reading. Teachers will make sure that students: Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Identify key vocabulary words to connect meaning to comprehension. Engage students in explicit reading instruction that is differentiated to meet their needs as second language learners.	Classroom teachers and/or ELL teacher, ELL Contact and Reading coach will monitor.	Classroom Walk Throughs from administrators and coaches to observe explicit reading instruction. Monitor lesson plans to determine differentiation for ELL students.	Cella Spring Test, SAT10, and/or FCAT test results. Benchmark assessments to measure progress. Data dialogues for strategizing instruction, CTEM observations, lesson plans.
2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers' use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Literacy Leadership Team,Ell Resource teachers, Reading Coach.	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes.	Cella Spring Test, SAT10, and/or FCAT test results. Benchmark assessments to measure progress. Data dialogues for strategizing instruction, CTEM

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.			observations, schedules and plans of ELL Resource teachers and tutors.
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: 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 single or multiple texts, students will build analytic and evaluative thinking and comprehension strategies. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Literacy Leadership Team,Ell Resource teachers, Reading Coach	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations to monitor engagement and involvement ELL students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning and ELL strategies are incorporated into instructional plans, documentation of Coaching Cycle, schedules and plans of ELL Resource teachers and tutors.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-13 academic year, the percentage of LY students proficient in Writing will have increase in at least 4% as measured by the spring CELLA assessment.

2012 Current Percent of Students Proficient in writing:
40% (58) LY students are proficient in Writing in K-5 at Calusa Park Elementary School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL students do not have opportunities to speak or listen to grammatically correct English, nor do they have access to literature in English outside of the classroom. This inhibits language acquisition and attainment of literacy skills. Many of these students have arrived at the school within the last six months with very limited or interrupted education.	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. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs.	District Staff, Reading Coach, Leadership Team, ELL Resource Teachers.	Review of lesson plans, formal and informal observations conducted by administration, review of portfolios and journals.	CTEM, conferences with administrators, Professional Development sign-in sheets, review of student work samples at data dialogues to assess effectiveness of instruction, review of student portfolios to assess fidelity of writing instruction .

| 1 | | | In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.

Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.

Writing will be modeled, scaffolded and differentiated to meet the needs of ELL learners. | | | | |

CELLA Budget:

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

End of CELLA Goals

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:	Increase percentage of students scoring Level 3 by 1 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (143)	34% (157)

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.	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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be accountable for implementing professional learning. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	District staff, Literacy Leadership Team	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans
	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not	Teachers will plan for and include differentiation strategies in weekly lesson plans so that the questions are purposeful	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, and	CTEM observations and Webb's DOK spread sheet to document frequency of

2	appropriately differentiated to meet the needs of all learners.	to meet the needs of learners. Teachers will utilize the guided inquiry model (Launch, Explore, Summarize).		discussions led by Math Pioneers.	Higher Order questions, conferences with administrators to discuss derentiation and needed support, Professional Development sign-in sheets, lesson plans
3	Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction does not include specific strategies for evaluative thinking and comprehension strategies.	Teachers will teach basic approaches to reading math problems to support extracting critical information.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support.	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review of lesson plans.
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate Kagan 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 appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures/strategies will be monitored through CTEM.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by and provide feedback and needed support administration.	CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review.

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:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percentage of students scoring Levels 4 & 5 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (126)	32% (148)

		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.	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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be accountable for implementing professional learning. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration provide feedback and needed support.	CTEM observations and Webb's DOK spread sheet to document frequency of Higher Order questions, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans
	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Students will be expected to achieve a 4	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration provide feedback and needed support.	CTEM observations to record frequency of variety of strategies m the list of non-negotiables, MTSS data, observation

2		on the scale by extending their learning. The teacher will work with high achieving students to identify specific work that will extend learning and problem solving to a higher level.			of 30 minute morning differentiation time for effectiveness of intervention.
3	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration	CTEM, conferences with administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples
4	Rigor: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate Kagan structures 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 appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures will be monitored through CTEM. Identify clear collaborative grouping strategies and expectations that hold individuals within groups accountable for specific tasks/talk/written responses. Level 4 students should easily move to independent practice when groups have followed a specific structure, enabling individuals to successfully demonstrate mastery of the specific benchmark.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review

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:	Percentage of students demonstrating gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (183)	74% (223)

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	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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review

		accountable for implementing professional learning. During classroom observations administrators will determine whether higher order questions arpart of lesson plan and interview 1-3 students to determine expectations for answering questions.				
	2	Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Identify clear collaborative grouping strategies and expectations that hold individuals within groups accountable for specific tasks/talk/written responses. During PLCs, the teacher will triangulate data to determine appropriate interventions and supports.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review
	3	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	District Staff, Leadership Team, InSS, Math Pioneers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review
		Rigor: Students do not have ample opportunities	Teachers will utilize appropriate Kagan	District staff, Leadership Team,	Review of lesson plans, formal and informal	CTEM observations to document

4	to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	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 appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures/strategies will be monitored through CTEM	Kagan Coaches	observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes	frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review
5	Use of Informational Text: 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. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	District Staff, Leadership Team, InSS, Reading Coach	Review of lesson plans, journals, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, writing sample review

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:	Increase the percentage of students demonstrating gains who scored in the lowest 25% by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (42)	69% (52)

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
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1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking and maintain high standards for low exptectancy students	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and provide needed differention for low expectancy students. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies and differentiation through professional learning opportunities. Teachers will be accountable for implementing professional learning. During classroom observations administrators will determine whether low expectancy students are asked higher order questions and answers	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes.	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review

					are probed to extend thinking.
	2	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes.	CTEM, conferences with administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples
	3	Interactive Learning Strategies: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	Teachers will utilize appropriate Kagan 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 appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures/strategies will be monitored through CTEM	District Staff, Leadership Team, Kagan Coaches	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes.	CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review
	4	Interactive Learning Strategies: Lessons/activities are not always appropriately differentiated to meet the needs of all learners.	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Build capacity to provide effectively differentiated instruction through professional learning opportunities such as online classes, Coaching Cycle, lesson study. Teachers will be accountable for implementing professional learning	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration and provide feedback and needed support, MTSS/PLC minutes.	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into

		through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations.			instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
5	Use of Informational Text: 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. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	District Staff, Leadership Team, InSS, Reading Coach	Review of lesson plans, journals, formal and informal observations conducted by administration, MTSS/PLC minutes	CTEM observations and spread sheet to document wing of short and extended responses, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, journal entry review
6	Limited access to ELL tutors and teachers during math instruction for math language support.	ELL teachers and tutors provide explicit instruction on reading strategies needed to comprehend and compute math word problems.	Leadership Team and ELLTeacher	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings	OPM, observation checklists, conferences, common assessments
7	Students lack fact fluency, inhibiting problem solving abilities.	Teachers implement fact fluency program FASTT MATH grades 2-5 on a regular basis to improve math fact fluency. Homework assignments will incorporate practice of facts to improve fluency.	Leadership team and Math Pioneer	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings	Minutes of PLCs, lesson plans, observations,tests of fact fluency, observations, program reports

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students in the Hispanic subgroup scoring a Level 3 or higher on the 2012 FCAT will increase from 72% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 72% (92)	Hispanic: 75% (108) 2011 Actual Level of Performance 65% (96)

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: Instructional: 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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be accountable for implementing professional learning. During classroom observations administrators will determine whether higher order questions arpart of lesson plan and interview 1-3 students to determine expectations for answering questions.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review
	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data	CTEM, conferences with administrators, Professional Development sign-in sheets, review

	2	student progress relative to the lesson.	and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.		Dialogues, Benchmark assessments	of journals, portfolios, and exemplary work samples
	3	Interactive Learning Strategies: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	Teachers will utilize appropriate Kagan 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 appropriate Kagan structures in weekly lesson plans.Teachers' use of Kagan structures/strategies will be monitored through CTEM.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review.
	4	Interactive Learning Strategies: Instructional: Lessons/activities are not always appropriately differentiated to meet the needs of all learners.	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Build capacity to provide effectively differentiated instruction through professional learning opportunities such as online classes, Coaching Cycle, lesson study. Teachers will be accountable for implementing professional learning. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Targeted Groups: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.			
5	Limited access to ELL tutors and teachers during math instruction for math language support.	ELL teachers and tutors provide explicit instruction on reading strategies needed to comprehend and compute math word problems.	Leadership Team and ELL Teacher	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings	OPM, observation checklists, conferences, common assessments
6	Students lack fact fluency, inhibiting problem solving abilities.	Teachers implement fact fluency program FASTT MATH grades 2-5 on a regular basis to provide interventions. Homework assignments will incorporate practice of facts to improve fluency.	Leadership team and Math Pioneer.	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings.	Minutes of PLCs, lesson plans, observations, tests of fact fluency, observations, program reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase the percentage of ELL students scoring Level 3 and above by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (48)	56% (46)

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: Instructional: 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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed

		accountable for implementing professional learning.

During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions. | | | support, Professional Development sign-in sheets, lesson plans review |
| 2 | Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson. | Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc.

Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided. | District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachership team and Math PLCs | Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments | CTEM, conferences with administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples, benchmark assessments |
| 3 | Interactive Learning Strategies: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards | Teachers will utilize appropriate Kagan 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 appropriate Kagan structures in weekly lesson plans.
Teachers' use of Kagan structures/strategies will be monitored through CTEM | District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers | . Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments. | CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review. |
| 4 | Limited access to ELL tutors and teachers during math instruction for math language support. | ELL teachers and tutors provide explicit instruction on reading strategies needed to comprehend and compute math word problems. | Leadership Team and ELLTeacher | Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings | OPM, observation checklists, conferences, common assessments |
| | Interactive Learning Strategies: Lessons/activities are not always appropriately differentiated to meet the needs of all learners | Teachers will utilize the guided inquiry model (Launch, Explore, Summarize).

Build capacity to provide effectively differentiated instruction through professional learning opportunities such as online classes, Coaching Cycle, lesson study. Teachers will be accountable for implementing professional learning.

Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. | District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers | Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments | CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, |

5		Targeted Groups: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. Teachers will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/ instruction). Provide lesson plans in a central database (Angel) to increase ELL teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			review of lesson plans to document professional learning is incorporated into instructional strategies, documentation of Coaching Cycle, minutes of MTSS Leadership Team meetings.
6	Use of Informational Text: Students have inadequate opportunities for writing outside of language arts instruction.	Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 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.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments, math journals.	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, review of short and extended responses and math journals, minutes of MTSS Leadership Team meetings, disaggregate data from benchmark assessments to determine effectiveness of interventions.
7	Students lack fact fluency, inhibiting problem solving abilities.	Teachers implement fact fluency program FASTT MATH grades 2-5 on a regular basis to provide interventions. Homework assignments will incorporate practice of facts to improve fluency.	Leadership team and Math Pioneer.	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings.	Minutes of PLCs, lesson plans, observations, tests of fact fluency, observations, program reports.

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:	Percentage of Students with Disabilities making satisfactory progress will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (10)	37% (12)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking that meet the needs of low expectancy students.	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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be accountable for implementing professional learning. During classroom observations administrators will determine whether higher order questions ar part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Leadership Team, Math Pioneers, InSS.	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations and spread sheet to document dfferentiation, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review.
2	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	Leadership Team, Math Pioneers, InSS.	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM, conferences with administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples, benchmark assessments.
	Interactive Learning Strategies: Students do not have ample opportunities to engage in rigorous accountable talk to	Teachers will utilize appropriate Kagan 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	District Staff, Leadership Team, InSS, Reading Coach, ESE Resource Teachers, ELL	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and	CTEM observations to document frequency of Kagan structures and

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3	show, tell, explain and prove reasoning aligned to the standards	to the standards. Teachers will include appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures/strategies will be monitored through CTEM	Resource Teachers	needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review.
4	Interactive Learning Strategies: Instructional: Lessons/activities are not always appropriately differentiated to meet the needs of all learners.	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Build capacity to provide effectively differentiated instruction through professional learning opportunities such as online classes, Coaching Cycle, lesson study. Teachers will be accountable for implementing professional learning Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. Targeted Groups: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. The teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	District Staff, Leadership Team, InSS, Reading Coach, ESE Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, minutes of MTSS Leadership Team meetings, disaggregate data from benchmark assessments to determine effectiveness of interventions.
5	Use of Informational Text: Students have inadequate opportunities for writing outside of language arts instruction.	The teacher will utilize multiple ESE strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 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.	District Staff, Leadership Team, InSS, Reading Coach, ESE Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments, and math journals.	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, minutes of MTSS Leadership

					Team meetings, disaggregate data from benchmark assessments to determine effectiveness of interventions.
6	Students lack fact fluency, inhibiting problem solving abilities.	Teachers implement fact fluency program FASTT MATH grades 2-5 on a regular basis to provide interventions. Homework assignments will incorporate practice of facts to improve fluency.	Leadership team and Math Pioneer	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings.	Minutes of PLCs, lesson plans, observations, tests of fact fluency, observations, program reports

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of students in the Economically Disadvantaged subgroup scoring a Level 3 or higher on the 2012 FCAT will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (135)	57% (167)

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 lack fact fluency, inhibiting problem solving abilities.	Teachers implement fact fluency program FASTT MATH in grades 2-5 on a regular basis to provide interventions. Homework assignments will incorporate practice of facts to improve fluency.	Leadership team and Math Pioneer	Classroom teachers will collect and review math assessment data (formal and informal) to determine individual student progress and inform instructional decisions. Data will be reviewed bi-monthly at PLC meetings	Minutes of PLCs, lesson plans, observations, tests of fact fluency, observations, program reports.
2	Rigor: Instructional: 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. The teacher will develop higher order questions and provide feedback and needed support. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark. Build capacity of teachers to embed effective questioning strategies through professional learning opportunities through a variety of venues. Teachers will be accountable for implementing professional learning.	District Staff, Leadership Team, InSS, Reading Coach.	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development

		During classroom observations administrators will determine whether higher order questions ar part of lesson plan and interview 1-3 students to determine expectations for answering questions.			sign-in sheets, lesson plans review.
3	Rigor: Checks for understanding are used inconsistently throughout classrooms and are not designed to provide maximum information of student progress relative to the lesson.	Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response, etc. Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses. Coaches or district staff will meet with PLCs to develop checks for understanding appropriate to grade level and content. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.	District Staff, Leadership Team, InSS, Reading Coach	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM, conferences with administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples, benchmark assessments.
4	Interactive Learning Strategies: Students do not have ample opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	Teachers will utilize appropriate Kagan 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 appropriate Kagan structures in weekly lesson plans. Teachers' use of Kagan structures/strategies will be monitored through CTEM.	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations to document frequency of Kagan structures and student engagement, conferences with administrators to discuss structures and needed support, Professional Development sign-in sheets, lesson plans review
5	Interactive Learning Strategies: Lessons/activities are not always appropriately differentiated to meet the needs of all learners	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize). Build capacity to provide effectively differentiated instruction through professional learning opportunities such as online classes, Coaching Cycle, lesson study. Teachers will be accountable for implementing professional learning. Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. Targeted Groups: Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. Teachers will accommodate/ adapt classroom work to be consistent with IEP	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments.	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, minutes of MTSS Leadership Team meetings,

		strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			disaggregate data from benchmark assessments to determine effectiveness of interventions.
6	Use of Informational Text: Students have inadequate opportunities for writing outside of language arts instruction.	Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 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	District Staff, Leadership Team, InSS, Reading Coach, ELL Resource Teachers	Review of lesson plans, formal and informal observations conducted by administration, MTSS/PLC minutes, minutes of Data Dialogues, Benchmark assessments, math journals	CTEM observations to monitor engagement and involvement of low expectancy students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, minutes of MTSS Leadership Team meetings, disaggregate data from benchmark assessments to determine effectiveness of interventions.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in District initiatives - Webb's Depth of Knowledge, close reading, Socratic Seminars, Philosophical Chairs,notebooking short and extended repsonses.	K- 5	District Staff and Math Pioneers	All Instructional staff	ERD Sep; Followup consultations w/ teams	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team

Kagan	K - 5	Kagan Coaches	All Instructional Staff	Early Dismissal Days, PLC trainings, new teacher meetings	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team
Common Core State Standards	K- 5	District Staff, Reading Coach, ELL Resource Teacher & AP	All Instructional Staff	Early Dismissal Days, PLC trainings, new teacher meetings	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team

Mathematics Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number of students achieving proficiency at Level 3 will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (49)	41% (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
	Rigor: Lessons do not routinely incorporate	Teachers will be provided professional	District staff, Literacy	Review of lesson plans, formal and informal	CTEM, conferences with

	1	questioning strategies designed to promote critical, independent, and creative thinking.	learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/ benchmark and providing evidence of mastery at exemplary levels. Teachers will offer extended opportunities for scientific writing in addition to the science block. Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Incorporate science centers within the 5E model. Utilize nonfiction science reading during literacy block. Display LG and scale to demonstrate high expectations for mastery of the standard/benchmark. Students will set goals for mastery and identify strategies to attain their goals. To ensure that students are making progress toward mastery, teachers will require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK.	Leadership Team, Science POCs	observations conducted by administration to provide feedback and needed support.	administrators, Professional Development sign-in sheets, review of journals, portfolios, and exemplary work samples, benchmark assessments, Review of lesson plans, disaggregate benchmark assessments to determine effectiveness of instruction.
		Rigor: Students are not held accountable for giving critical, independent and creative responses to	Teachers will utilize text-specific, complex questions and cognitively complex tasks with the	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration to	CTEM, conferences with administrators, Professional Development

2	higher order questions.	expectation that students will respond in science notebooks. TE will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for students.		provide feedback and needed support. Utilize Discovery Education Brief Constructed Responses and/or writing prompts to determine effectiveness of instruction.	sign-in sheets, review of science notebooks, portfolios, and exemplary work samples, benchmark assessments, Review of lesson plans, disaggregate benchmark assessments to determine effectiveness of instruction.
3	Interactive Learning Strategies: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and Evaluate content. Teachers will utilize a variety of curriculum resources to provide enrichment activities for advanced learners.	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support. Utilize Discovery Education Brief Constructed Responses and/or writing prompts to determine effectiveness of instruction.	CTEM, conferences with administrators, Professional Development sign-in sheets, review of science notebooks, portfolios, and exemplary work samples, benchmark assessments, Review of lesson plans, disaggregate benchmark assessments to determine effectiveness of instruction.
4	Informational Text: Students have inadequate opportunities for writing outside of language arts instruction.	Students will extend their learning by written responses in a science notebook organize their thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration to provide feedback and needed support. Utilize Discovery Education Brief Constructed Responses and/or writing prompts to determine effectiveness of instruction.	CTEM observations, review of science notebooks for extended thinking opportunities and implementation with fidelity.

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 number of students achieving proficiency at Levels 4-5 will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (11)	9% (13)

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.	Teachers will be provided professional learning opportunities and coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learning. Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels. Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development. Display LG and scale to demonstrate high expectations for	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations to monitor engagement and involvement of students, conferences with administrators, Professional Development sign-in sheets, review of lesson plans to document professional learning is incorporated into instructional strategies, minutes Data Dialogue meetings, disaggregate data from benchmark assessments to determine effectiveness of interventions.

		mastery of the standard/benchmark. In science notebooks, students will identify an achievement level (3 or 4) and the work they will do to demonstrate mastery. To ensure that students are making progress toward mastery, a minimum of weekly, require text-dependent written responses to questions from quadrants 3 or 4 of Webb's DOK. Students will be expected to set a goal for achieving a 4 on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/benchmark. Ex.: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the student's conclusions. Teachers will provide scaffolded support in order to develop students' ability to successfully meet this expectation.			
2	Rigor: Instructional: Students are not held accountable for giving critical, independent and creative responses to higher order questions.	Teachers will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will respond in science notebooks. Teachers will provide specific feedback a minimum of once every two weeks as a check for understanding and to provide growth opportunities for students. Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing.	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and spread sheet to document frequency of Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review.
	Interactive Learning Strategies: Instructional: Lessons/activities are not appropriately	Teachers will utilize the 5E Model of instruction based in Engage, Explore, Explain, Elaborate and	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations and spread sheet to document frequency of

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	differentiated to meet the needs of all learners.	Evaluate content. Teachers will use a variety of curriculum resources to provide enrichment activities for advanced learners.			Higher Order questions, Depth of Knowledge, conferences with administrators to discuss questioning strategies and needed support, Professional Development sign-in sheets, lesson plans review. Media Center check out records for resources in MC and Reading Resource Room.
4	Informational Text: Students have inadequate opportunities for writing outside of language arts instruction.	Students will extend their learning by writing in a science notebook as a matter of routine to organize their authentic thoughts about labs and content learning. This habit will encourage student's original thoughts and beliefs about science in their world. The science notebook can serve as an end-of-year portfolio of essential learning	District staff, Literacy Leadership Team, Science POCs	Review of lesson plans, formal and informal observations conducted by administration	CTEM observations, review of journals for extended thinking opportunities and implementation with fidelity.

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
Professional Development in District initiatives - Webb's Depth of Knowledge, close reading, Socratic Seminars, Philosophical Chairs,notebooking, short and extended repsonses.	K - 5	District Staff and Reading Coach	All Instructional Staff	ERDs, PLC meetings, Faculty Meetings, team planning time.	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team, Reading Coach
Common Core	K - 5	Assistant Principal and Teacher Leaders	All Instructional Staff	ERDs, PLC meetings, Faculty Meetings, team planning time.	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team
Discovey Education Tech book and site implementation	K - 5	District Staff, Science POC's, DE personnel	All Instructional Staff	ERDs, PLC meetings, Faculty Meetings, team planning time	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team
Kagan	K - 5	Kagan Coaches	All Instructional Staff	ERDs, PLC meetings, Faculty Meetings, team planning time	Lesson plans, CTEM observations, PLC minutes to provide monitoring and needed support.	Leadership Team

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students scoring 3.0 and higher by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (123)	94% (149)

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	Use of Informational Text: 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. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	District Staff, Reading Coach, Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, review of portfolios and journals	CTEM, conferences with administrators, Professional Development sign-in sheets, review of student work samples at data dialogues to assess effectiveness of instruction, review of student portfolios to assess fidelity of writing instruction .
	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	To develop strategic and extended thinking in regard to student writing, teachers 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	District Staff, Reading Coach, Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, review of portfolios and journals	CTEM, conferences with administrators, Professional Development sign-in sheets, review of student work samples at data dialogues to assess effectiveness of instruction, review of student portfolios to assess fidelity of

2		expectations for quality writing, providing recommendations for improving the writing. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.			writing instruction .
3	Third and 4th grade teachers and students lack in-depth understanding of FCAT Writing 2.0 criteria to earn a 4.0.	Build capacity of teachers and students through in-depth analysis of anchor papers. Design lessons to assist students in revising writing to raise scores to 4.0 through revisions and peer editing and feedback. Utilize Quarterly Benchmark Assessment data to revise and redirect instruction to enhance and differentiate instruction. Students will work with a partner to evaluate each other's prompt and text-dependent written responses based on the writing rubric. Following the evaluation, partners will discuss the evaluations and reach agreements as to how the writing could be improved/strengthened.	District Staff, Reading Coach, Leadership Team	Review of lesson plans, formal and informal observations conducted by administration, review of portfolios and journals	CTEM, conferences with administrators, Professional Development sign-in sheets, review of student work samples at data dialogues to assess effectiveness of instruction, review of student portfolios to assess fidelity of writing instruction.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writers' Workshop	K – 5	Reading Coach & District Staff	Instructional staff	ERDs, PLC mtgs and teacher planning time	Data Reviews of student work, observation, CTEM, coaching	Leadership and Reading Coach
Writing Response Training	K - 5	Reading Coach & District Staff	Instructional Staff	ERDs, PLC mtgs and teacher planning time	Data Reviews of student work, observation, CTEM, coaching	Leadership and Reading Coach
Lesson Study	4th grade	District staff, Reading Coach	4th grade teachers	ERDs, PLC mtgs and teacher planning time	Data Reviews of student work, observation, CTEM, coaching	Leadership and Reading Coach

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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)

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:	The number of excessive absences and excessive tardies (10+) will be reduced by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
17%	15%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (47)	4%

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental lack of awareness of the importance of regular, full-day attendance and its impact on student achievement and development.	School personnel will communicate with parents the importance of regular attendance through conferences, letters, phone calls, parent meetings, and during curriculum night. Collaborate with parents to resolve issues inhibiting punctuality and regular attendance. Address issues of frequent absences through RtI/PBS team to develop incentives and deterrents. Involve parents in development of PBS plans to encourage engagement and support.	Assistant Principal	Monthly attendance reports are monitored by the Assistant Principal and Data Entry. RtI PLCs monitor attendance/tardy issues. Classroom teachers monitor individual student attendance/tardy issues and communicate any concerns to appropriate personnel	Attendance reports, individual PMPs, MTSS minutes, Student Pass
2	Multiple challenges in the home or school setting inhibit success, resulting in reluctance to attend school or to arrive late.	Refer students with 10 or more tardies and / or 10 or more absences to MTSS team to develop interventions. Involve parents in development of intervention strategies.	Assistant Principal	Monthly attendance reports are monitored by the Assistant Principal and Data Entry. RtI PLCs monitor attendance/ tardy issues. Classroom teachers monitor individual student attendance/ tardy issues and	Attendance reports reflecting increase or decrease in number of excessive absences and tardies. Individual PMPs, MTSS meeting minutes, Student Pass.

				communicate any concerns to appropriate personnel.	

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
Parents in Partnership	K - 5	Counselors and community resources	Parents	9 week courses provided January 2013 - March 2-13	Monitor parent surveys and attendance rate	Counselors

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The total number of suspensions will be reduced by at least 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

59	45
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4% (34)	3% (30)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1% (14)	1% (12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate socialization skills have not been internalized by all students resulting in inappropriate,self-defeating behaviors. Curricular expectations frequently do not meet the needs of young students, especially boys. Research indicates boys need movement and a sense of community, to fully engage in lessons.	Teachers will incorporate Kagan structures throughout the curriculum for developing team and class building. Other character education programs promoting positive social interactions and social responsibility include LEAPS, guidance clubs, DARE, peer mediation, PBS activities, Jr. Deputies, Safety Patrols, character education videos and presentations,Student Council, Student Ambassadors, and Charity for Change. Teachers will incorporate regular morning meetings to discuss issues, share concerns, and develop the language of respect and collaboration. Students demonstrating difficulty in complying with school-wide expectations have been identified for immediate intervention, counseling, and behavior plans at the opening of the school year. Additionally, parents will be invited to be	Assistant Principal, PBS and MTSS PLCs, Guidance Counselors, Youth Relations Deputy	Assistant principal and classroom teachers will monitor Student Pass reports for behavior concerns. Monthly MTSS/PBS PLC will review and analyze STudentPass data. The MTSS/PBS PLC will monitor specific grade-level student behavior concerns.	Student Pass reports, minor infraction, referrals, and behavior plans (pmp).

actively involved in the development of any needed behavior plans or Progress Monitoring Plans. Positive feedback on appropriate behavior is provided through Bear Paws, Student-of-the-Month, positive phone calls, announcements on the news.	

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
Parents in Partnership	K - 5	Counselors and community resources	Parents	9 week courses provided January 2013 - March 2013	Monitor parent surveys and referrals	Counselors and AP

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Most parents attend at least one school related event. However, the event is not necessarily related to their child's academic achievement. The goal for SY2013 will be that 90% of the parent population will attend two academically-based school events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	90%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' underestimate the value of their active participation in academically based school events.	Classroom teachers will facilitate Student Led Conferences twice annually. School will communicate with parents through newsletters, websites, Thursday folders, participation in RtI process, email, and curriculum night.	Administration	Teachers will document parent participation through conference notes and sign-in sheets	Sign-in sheets, communication logs/conference notes, Parent Feedback Surveys
2	Parent's comfort level discussing academic requirements and progress, and asking questions.	Counselors and administrators will offer programs to encourage parent participation in conferences, SAC meetings, and workshops.	Administration	Administration will document participation.	Sign-in sheets, communication logs/conference notes, Parent Feedback Surveys

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase student awarenes of STEM opportunities and encourage interest in science, math, engineering and technology.

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 are currently unaware of STEM career opportunities.	Expand Schoolwide Science Day to include career awareness. Presenters will incorporate how science, math, and technology impact their careers. Integrate the science/technology/engineering/math into projects. Embed activities in Instructional Resource classes that support science and technology including verner probes, Edmodo, etc.	District staff, Science PLCs, Science POC, counselors.	Pre & post survey students of awareness of science, technology, and math in everyday careers.	Survey, lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Data are reviewed quarterly. Information is disseminated on topics such as CCSS, FCAT, PARCC, and local initiatives. Budget oversight and decisions are made.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
CALUSA PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	76%	77%	54%	292	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	64%	53%			117	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?	58% (YES)	57% (YES)			115	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					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Collier School District
CALUSA PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	80%	89%	51%	305	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%	70%			143	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?	55% (YES)	61% (YES)			116	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested