FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PARKSIDE ELEMENTARY SCHOOL

District Name: Collier

Principal: Tamie Stewart

SAC Chair: Cynthia DeLeon

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tamie Stewart	B.A. Elementary and Early Childhood Education University of South Florida; M.A. Library and Information Science; Ed.S	1	7	According to statute, the Superintendent has the authority to strategically place administrators within the school district.

Principal at Lake Park Elementary School 2008-2012.
2008: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 89/73/63%; Math/Gains/Lowest 25% – 87/77/75%; Writing – 86%; Science –66%. AYP: 100% Criteria Met.

2009: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 92/75/61%; Math/Gains/Lowest 25% – 92/75/68%; Writing – 93%; Science –75%. AYP: 90%

2010: Grade – B. Proficiency: Reading/Gains/Lowest 25% – 90/69/62%; Math/Gains/Lowest 25% – 87/63/52%; Writing – 88%; Science –66%. AYP: 95%

2011 Grade – A. |
| | | | | | According to statute, the Superintendent |

| Assis Principal | Ron Roderick | FL Gulf Coast U B.S. Elem. Ed.; Nova U M.A. Ed. Leadership. Certifications: 1-6; Principal Level II. | 5 | 8 | has the authority to strategically place administrators within the school district.

AP of Parkside Elementary School 2007-Current. 2008: Grade – C. Proficiency: SY2008: Grade – C. Proficiency: Reading/Gains/Lowest 25% – 54/66/72%; Math/Gains/Lowest 25% – 53/71/80%; Writing – 76%; Science –12%. AYP: 79% Criteria Met. Reading – Total, Hispanic, FRPL. Math – Hispanic; Writing – N/A. 2009: Grade – C. Proficiency: Reading/Gains/Lowest 25% – 55/70/67%; Math/Gains/Lowest 25% – 63/66/68%; Writing – 88%; Science – 12%. AYP: 87% Criteria Met. Math – Total, Black, Hispanic, FRPL, ELL, SWD; Writing – Met.

2010: Grade – D. Proficiency: Reading/Gains/Lowest 25% – 54/60/54%; Math/Gains/Lowest 25% – 53/47/47%; Writing – 76%; Science – 15%. AYP: 67% Criteria Met, Math-Black.

SY2011: Grade – D. Proficiency: Reading/Gains/Lowest 25% – 52/55/59%; Math/Gains/Lowest 25% – 49/50/52%; Writing – 81%; Science – 17%. AYP Met: Black; 74% Total Criteria Met. |
| Assis Principal | Dr. Laurie Mearsheimer | B.A. Elementary Education - University of Florida; M.Ed. Elementary Education - University of Florida; Ed.D. Educational Leadership - Argosy University; Certifications - Elementary Education 1-6, Educational Leadership, Principal Certification | 1 | 5 | According to statute, the Superintendent has the authority to strategically place administrators within the school district.

Assistant Principal at Pelican Marsh Elementary School 2008-2012.

2008/2009: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 92/78/82%; Math/Gains/Lowest 25% – 90/59/73%; Writing – 96%; Science – 67%.

2009/2010: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 90/68/75%; Math/Gains/Lowest 25% – 89/70/75%; Writing – 94%; Science – 74%.

2010/2011: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 93/68/78%; Math/Gains/Lowest 25% – 94/73/75%; Writing – 98%; Science – 89%.

2011/2012: Grade – A. Proficiency: Reading/Gains/Lowest 25% – 77/58/71%; Math/Gains/Lowest 25% – 81/76/90%; Writing – 92%; Science – 78%. |

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	Barbara Johnson	Master of Arts degree in Elementary Education Early Literacy, ESOL endorsement, Reading endorsement	5	5	Highly qualified and experienced professional with a history of facilitating increased student achievement, especially among Title I populations. State recognized staff development skills with vast experience working toward improving the staff development within school communities.
Reading	Holley Holland	Master's in Elementary Education, Bachelors in Elementary Education, ELL endorsement, Reading endorsement	1	8	Highly qualified educator with experience in delivering high quality staff development and teacher support. Served as team leader, PLC facilitator and teacher leader in many capacities.

Math	Kimberly Flood	Master's in Public Administration, Bachelor of Arts in Social Work, Certification Special Education K-12, Certification Elementary Ed K-6, ESOL Endorsement, NBCT	2	2	Served as team leader, Math grade level contact, and building trainer. Proven record of raising student achievement at her former school. Taught at Title 1 schools and has 16 years teaching experience.
Science	Erica Cotto	Master of Science Degree-Instructional Technology, Bachelor of Communications Degree, ESOL Certification	4	1	Served as fifth grade teacher and science teacher for three years at Parkside. Have vast professional development education that supports enhanced science learning. FCAT student performance shows strong gains in students listed as the lowest 25%.

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	>Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs, Bull's Eye Fridays >Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, Student Data	Principal, Assistant Principal, Instructional Coaches	Ongoing	
2	2. Instructional Leadership: >Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies and practice >CTEM Observations to support teachers/grade levels with best practices, appropriate staff development; meaningful feedback	Principal, Assistant Principal, CTEM Teacher Leaders	Ongoing	
3	3.New Teacher Support: >Partnering new teachers with a qualified mentor >Regularly scheduled meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction	Principal, Assistant Principal, Instructional Coaches	Ongoing	
4	4. Empowering Teachers: >Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally >Involve teachers in meaningful decision making	School Based Leadership Team	Ongoing	
5	6. School Management and Safety: >Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety	PBS Committee School Based Leadership Team	Ongoing	
6	7. Recruitment: >Continue to build relationships with area universities for referrals of interns and potential candidates	School Based Leadership Team	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
	Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs, Bull's Eye Fridays

Additional teachers will be identified in October during FTE.	>Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, Student Data The coaching cycle will be utilized to support planning and in class modeling.

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
70	15.7%(11)	40.0%(28)	28.6%(20)	15.7%(11)	37.1%(26)	100.0%(70)	15.7%(11)	2.9%(2)	51.4%(36)

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
Kim Flood	Mary Prebish	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Kim FLood	Davina Hartsfield	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Holley Holland	Susan Riad	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Holley Holland	Heather Galloway	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Holley Holland	Elise Resemius	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
		Mentor is able	

Barbara Johnson	Courtney Marsh	to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Barbara Johnson	Sara Robinson	Mentor is able to attend all PLC and grade level meetings and is readily available for modeling and support.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Kristin Burke-Graham	Dana Gustafson	Mentor is an experienced classroom teacher and has flexibility within her schedule to meet.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Kristin Burke-Graham	Sarah Sarvey	Mentor is an experienced classroom teacher and has flexibility within her schedule to meet.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Darlene Naughton	Deborah Paul	Mentor is an experienced classroom teacher in the same grade level as the mentee. She will be able to support her during planning and PLC meetings.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Michael Sartorio	James Wilbur	Mentor is an experienced teacher and will be able to co-teach and plan with the mentee.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Darlene Naughton	Nicole Burton	Mentor is an experienced classroom teacher in the same grade level as the mentee. She will be able to support her during planning and PLC meetings.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Kristin Burke-Graham	Kelly Marie Heslin	Mentor is an experienced classroom teacher and has flexibilty within her schedule to meet.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Cynthia De Leon	Sarah Kelly	Mentor is an experienced classroom teacher and has flexibilty within her schedule to meet.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.
Cynthia De Leon	Susan Cottrell	Mentor is an experienced classroom teacher and has flexibilty within her schedule to meet.	Bull's Eye Friday new teacher focus with topics such as CTEM (Collier Teacher Evaluation Model), Math Investigations, etc.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Consolidated Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts. LEA, Title I Basic, Title I Migrant coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination the McKinney-Vento Homeless Assistance Act.

Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund other academic subject area coaches at Elementary, Middle and High as determined by Differentiated Accountability, Data and Collaborative Planning. ML as applicable, depending on school.
• District Oversight Team meetings that provide forum for coordination and integration of resources to support unique needs of school sites.
Title I Part A funds also used to provide additional coaches to support lowest performing schools and those in differentiated Accountability.

Title I, Part C- Migrant

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

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

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

Title I, Part D

Title II

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

including how to give feedback to teachers.

• In addition Title II funds are used, in collaboration with Title I, IDEA, District, and Reading funds, to support Reading Coaches at the following schools: BCE, CES, CPE, LES, LOE, LPE, OES, PES, PME, SGE, SPE, TBE, VES, VME, CMS, CPM, GVMS, NNMS, ORMS, PRMS.
• Math Intervention Specialists will be partially supported from Title II funds, in collaboration with Title I, at the following schools: CMS, CPM, ENMS, GVMS, NNMS, ORMS, PRMS.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

This is restricted funding which provides flexibility for school districts to use funds to help students gain at least a year of knowledge for each year in school. Strategies may include but are not limited to: high school summer school, extended day and extended year programs, class size reduction, and intervention programs.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

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

Head Start

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

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

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

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

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

Adult Education

Parkside Elementary in conjunction with Adult Education Department for CCPS, offers English classes for parents in the school community.

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.

> The MTSS team is comprised of the Intervention Support Specialist (InSS), one representative from each grade level (K-5), the school psychologist, the Reading Coaches, Math Coach, Science Coach, the PBS Contact, and one administrator.

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

> The MTSS Leadership team will review, discuss, and monitor student academic and/or behavioral procedures and data while working in conjunction with faculty to support students' needs. The team will focus on implementation, data collection, interventions, and supports needed by the instructional staff for implementation of MTSS. School administrators and teachers from the school-based MTSS team will participate in grade level PLC's to facilitate the MTSS process at each grade level. Members of the school based MTSS leadership team will meet regularly to provide data and support to the grade level problem solving teams and review school wide MTSS issues.
>
> The Principal, Assistant Principal, and Intervention Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity along with providing resources and staff development based on the needs of the faculty. In addition, they will attend MTSS meetings and communicate support of the MTSS process with various school stakeholders.
>
> The Intervention Support Specialist will facilitate school procedures, training, and activities, regarding student academic achievement and student intervention. Parental contact and involvement will be coordinated by the Intervention Support Specialist and teachers.
>
> The Reading Coach will attend MTSS meetings and help the MTSS teams plan and implement reading and language arts interventions and assessments. The Reading Coach will support teams in developing problem statements; assist with data collection; and assist with professional development and instructional support.
>
> The School Counselor will attend MTSS meetings as needed to support behavioral or social-emotional concerns. The School Counselor will support in data collection, behavior report cards, and parent contact/community contact.
>
> The School Psychologist will participate in MTSS meetings as needed to assist in data collection and interpretation, and guide teams in the selection and implementation of interventions.
>
> The ELL/ESE Resource Teacher(s) will participate in grade level MTSS meetings as needed to support teachers in problem identification, data collection, and implementation of interventions.

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?

> During initial PLCs, strengths and barriers/challenges that may impede student achievement as measured by FCAT performance and other common assessments are identified and collected from each team. School Improvement goals are generated on students' most recent FCAT performance. Analysis of student performance reveals academic trends and challenges. Both the PLC barriers as well as the performance provide the basis of school wide strategies to improve academic performance. Progress toward the school improvement goals are monitored during grade level PLC meetings using common formative assessments. The PLC's meets regularly to review the Tier II and Tier III data to further adjust practices to meet the needs of students and improve academic performance.

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.

> The data management system used for all student data is Data Warehouse, which additionally generates student graphs to summarize progress toward Individual and classroom goals, as well as track trends over time. For Tier I instruction, standardized tests, weekly formative assessments, quarterly district assessments, and annual summative assessments are monitored for all subject areas in order to monitor student growth. Core instruction is monitored during grade level PLCs. With less than 80% of the students in all classrooms proficient, our school-wide goal is to strengthen CORE instruction. Instructional coaches and administration will ensure that support is in place to improve core instruction as well as providing differentiation sufficient to meet all learner needs. Differentiated instruction should have a goal of adequately scaffolding support so that all students achieve success with the standard or benchmark. Following initial instruction, students will be assessed. Test items will then be disaggregated by benchmark to determine the percent proficient in the benchmark. If a majority of the class was proficient, the teacher will provide re-teaching to an identified small group of students. When a majority of the class is not proficient, the whole class will participate in re-teaching of the benchmark. This re-teaching or FCIM series of mini-lessons will occur for an appropriate time period after which students will be re-assessed. Students who still have not mastered the benchmark(s)and have approximately 6-8 data points (initial instruction, re-teaching), the grade-

level PLC will discuss the student's needs and determine whether to offer an additional reteach experience or to provide tiered intervention. (Initial instruction and re-teaching should cover a minimum of six weeks prior to considering more intensive interventions.) The grade level PLC identifies the specific academic deficiency, determines the need for the additional re-teaching, the need for a tiered intervention and the assessments to be used to measure growth. If a tiered intervention is indicated, an individual Progress Monitoring Plan (PMP) is generated. At the inception of a PMP, progress is monitored, targeted, and documented in Data Warehouse and possibly on a school based spreadsheet. Typically, data for all students receiving interventions will be analyzed bi-weekly by the grade-level PLC. After a minimum of 6-8 data points have been collected, the PLC should examine the data to determine whether the intervention offers hope for mastery of the benchmark(s). If not, the PLC team should determine whether to develop a new targeted intervention, revise the current intervention which could include increasing the intensity or frequency of the delivery. If the intervention is showing progress with the benchmark(s), continue. Following a minimum of 6-8 data points receiving of targeted interventions, a determination will be made to terminate the intervention, i.e., success, to continue the intervention, i.e., progress is being made, or to recommend moving the student to a more intensive intervention, i.e., Tier III. At every step of the process, all decisions are data-based. The school-wide Multi-tiered System of Supports (MTSS) Instruction/Intervention team meets with the teacher and PLC teams to determine whether the student will be provided with an intensive intervention. If the school-wide team determines that the data supports a more intensive intervention, the student is assigned to additional intensive intervention. The InSS, academic coaches, and administrators attend PLC's on a regular basis to discuss interventions and evaluate data.

Behavioral data is tracked through the STUDENT PASS. This program compiles individual referrals and generates reports which are analyzed to determine the areas, participants and times in which problem behaviors occur so that changes can be made for improvement. This data is reviewed by the entire staff to analyze trends and make mid-course corrections. Using the data, the RtI Leadership Team develops individual behavior plans for students receiving Tier II and Tier III interventions, and further tracks their behavioral data to determine the success of these plans for academic success.

Describe the plan to train staff on MTSS.

The MTSS contact (INSS, Intervention Support Specialist) attends monthly district meetings for further training. The INSS provided professional learning during PLCs, faculty meetings, early release days and Bulls Eye Fridays. Additionally, the INSS attends PLC meetings and works with FLDOE data specialist in order to assist in the problem solving process. At these meetings, the INSS assists in disaggregating the data for closer analysis to make informed decisions to increase achievement. Online courses in RtI and Differentiated Instruction are available in Angel as additional resources for professional learning.

Describe the plan to support MTSS.

Leadership team and instructional staff meet to discuss progress of individual students. From these discussions, watch lists are created to identify students in need of additional support and interventions. Members of the leadership team attend weekly PLC meetings for ongoing progress monitoring utilizing benchmark assessments and other formative data. Staff members are trained on the use of Data Warehouse as an effective tool to support the MTSS/RtI process. Instructional resource staff are scheduled to support learning in the classroom.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tamie Stewart - Principal
Ron Roderick - Asst. Principal
Laurie Mearsheimer - Asst. Principal
Marlene Ashley - Media Specialist
Barbara Johnson - Primary Grades Reading Coach
Holley Holland - Intermediate Grades Reading Coach
Morgan Kennedy - Kindergarten teacher
Melissa Yonker - 4th grade teacher
Dana Concepcion - 3rd grade teacher
Kristi Burke-Graham - Reading resource teacher

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

Since our overall percentages in Reading are low, improving Tier 1 instruction in Reading is our primary focus. This year we will use the Leveled Literacy Intervention in grades K-5,and Reading Horizons in grades 4 and 5 for our students receiving Tier 2 and 3 interventions. Using small group instruction to target specific needs is a major component of our Reading program this year as well. The Leadership Team is assisting in this process by monitoring lesson plans weekly, and conducting classroom walkthroughs during specific times identified in lesson plans. This classroom walkthrough data is presented monthly to grade level PLC teams in order to make midcourse adjustments in instruction. This data is also analyzed by the instructional coaches in order to drive their coaching practices through modeling, planning, and weekly Bull's Eye professional development meetings.

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

Focus on Core Tier One Instruction
Fostering Independent Reading

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.
At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.
Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.
The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.
FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Last year (2011-12), 21% (68) scored at level 3 in reading. Our goal for 2012-13, is 27% (96) students scoring at level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (68)	27% (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: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work. Instructional Specialists will collaborate with Instructional Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing, and debriefing) focused on questioning strategies designed to promote critical, independent and creative thinking. Lesson study will be utilized to examine student work/tasks as related Webb's Depth of Knowledge.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions. DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	iObservation data DOK Checklist data
	Interactive Learning Strategies and Differentiated Instruction Instructional: Students	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and	iObservation data, lesson plan checklist data

2	do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		providing feedback and needed support.	
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. The school-wide schedule provides for common planning time for all grade levels.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas and providing feedback and needed support.	iObservation, lesson plan checklist data

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

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
1	N/A	N/A	N/A	N/A	N/A

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:	Last year (2011-12), 13% (40) scored at level 4 or 5 in reading. Our goal for 2012-13, is 14% (50) students scoring at level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (40)	14% (50)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data iObservation data
2	Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Grade level PLCs will analyze data to identify students needing enrichment. Enrichment will be provided through centers and/or enrichment blocks.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	DOK checklist data iObservation data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	iObservation
4	Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Utilize a variety of strategies and resources to enhance students' understanding of text (Literature Circles, Socratic Seminars using Junior Great Books, cooperative structures, reading and re-reading of text with increasing complexity). Advanced readers will be given leadership opportunities within a variety of cooperative structures.	Principal Assistant Principal Reading Coaches	TE use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for high-expectancy students. Leadership team will review lesson plans to ensure differentiation.	CTEM observations and reports (Look-for Result Count and Look-for Scoring by Learner); 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
1	N/A	N/A	N/A	N/A	N/A

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:	Last year (2011-12), 73% (162) made gains in reading. Our goal for 2012-13, is 76% (173) to make gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (162)	76% (173)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data Iobservation data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	DOK checklist data I-observation data

	show, tell, explain and prove reasoning aligned to the standards.	show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	iObservation
4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas	iObservation, lesson plan checklist data

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

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
1	N/A	N/A	N/A	N/A	N/A

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:	Last year (2011-12), 72% (40) of the lowest 25% made learning gains in reading. Our goal for 2012-13, is 75% (43) of the lowest 25% to make gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (40)	75% (43)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge through observations (DOK), monitoring of lesson plans for higher level questions/tasks DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends	DOK checklist data iObservation data
2	Interactive Learning: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classroom and providing feedback and needed support.	Lesson plan checklist data, iObservation data
3	Use of Information text: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	Lesson Plan checklist data, iObservation data
4	Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	Teachers will utilize differentiated instructional strategies, particularly in the area of expectations and support for low-expectancy students	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for differentiation to meet the needs of all learners	Lesson Plan checklist data, iObservation data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By the year 2016, 63% of the students will be proficient in reading. 5A :				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	46%	52%	57%	63%	

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:	Last year (2011-12), 31% (20) of students in the Black subgroup scored at level 3 or higher. Our goal for 2012-13, is 38% (25) students in the Black subgroup to score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (20)	38% (25)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 1 time each month for the specific purpose of examining, interpreting, and analyzing data of this subgroup to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.	School Administration Instructional Coaches INSS	Monitoring of data analysis through PLCs	agenda notes with detailed analysis of subgroup

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:	Last year (2011-12), 24% (53) scored at level 3 or higher in reading. Our goal for 2012-13, is 32% (71) students scoring at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (53)	32% (71)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	School Administration Instructional Coaches Team Leaders ELL Resource Teachers/ELLContact	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions	iObservation data DOK Checklist data
	Interactive Learning Strategies and Differentiated Instruction	Teachers will utilize appropriate cooperative structures/strategies that provide support for	School Administration Instructional Coaches	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of	iObservation data, lesson plan checklist data

2	Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Team Leaders ELL Resource Teachers/ELLContact	Kagan structures in the classrooms	
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas.	iObservation, lesson plan checklist data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Last year (2011-12), 3% (1) of students in the SWD subgroup scored at level 3 or above. Our goal for 2012-13, is 13% (6) students in the SWD subgroup to score at 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1)	13% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data iObservation data
	Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned	School Administration Instructional Coaches Team Leaders ESE Resource Teachers	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms	DOK checklist data iObservation data

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	aligned to the standards.	to the standards. Teachers will include use of these in weekly lesson plans. Grade level PLCs will analyze data to identify students needing additional support/interventions. Support will be provided through centers and/or intervention blocks of time with appropriate personnel.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas	iObservation
4	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs	Professional Learning Communities will meet 1 time each month for the specific purpose of examining, interpreting, and analyzing data of this subgroup to inform planning and instructional decisions. Meeting minutes will reflect critical analyses	School Administration Instructional Coaches INSS	Monitoring of data analysis through PLCs	agenda notes with detailed analysis of subgroup

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:	Last year (2011-12), 34% (101) scored at level 3 or higher in reading. Our goal for 2012-13, is 41% (144) students scoring at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	41%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions	iObservation data DOK Checklist data
	Interactive Learning Strategies and	Teachers will utilize appropriate cooperative	School Administration	Monitoring of lesson plans for Kagan interactive	iObservation data, lesson plan

2	Differentiated Instruction Instructional: Students do not have opportunities 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 use of these in weekly lesson plans.	Instructional Coaches Team Leaders	structures, monitoring of use of Kagan structures in the classrooms	checklist data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas.	iObservation, lesson plan checklist data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interactive Learning/Discussions	All Instructional Staff	Kagan trainers, instructional coaches	All Instructional Staff	Pre-service training, in class modeling, teacher inservice days	classroom observation checklist and monitoring of lesson plans for Kagan structures	Administration and Instructional Coaches
Guided Reading and Differentiated Centers	All New teachers and those who need additional support	Reading Coaches	All New teachers and those who need additional support	In class modeling, Bulls Eye Fridays	Guided reading checklist, observation of centers	Administration and Reading Coaches
Common Core Standards	All Instructional Staff	Instructional Coaches	All Instructional Staff	Early Release Days, Bulls Eye Friday trainings	Classroom observations and monitoring of lesson plans	Administration and Instructional Coaches
Close Reading	All K-5 Classroom Teachers, ESE and ELL	Reading Coaches	All K-5 classroom teachers, ESE and ELL teachers	early Release Days, Bulls Eye Fridays, and in class modeling	Classroom observations	Administration and Instructional Coaches
FAIR	All new teachers	Reading Coaches	New teachers	In class modeling/testing, Bulls Eye Fridays, and morning PLCs	observation of testing and analysis of FAIR data	Reading Coaches
Lesson Study and/or Coaching for identified areas for growth	identified instructional teachers or grade level teams	Instructional Coaches	identified instructional teachers or grade level teams	Coaching cycle and lesson study PLCs	analysis of lesson study report, monitoring of coaching cycle log	Administration and Instructional Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating Close Reading and Higher level questioning in all content areas	Jr. Great books for K-5	Title One - District	$16,000.00
Providing Research based reading interventions	Red Leveled Literacy Intervention Kit	Title One - District	$9,000.00
			Subtotal: $25,000.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing student engagement and accountable talk	Kagan Cooperative Learning Training (Day 1 and Day 2)	District	$13,000.00
			Subtotal: $13,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Full time Reading Resource teacher working directly with students to provide tiered interventions.	Title 1	$57,655.42
	Provide staff during summer school to work with students to improve literacy skills	Title 1	$14,034.73
	Supplies and material to support literacy initiatives.	Title 1 basic supplies	$4,551.02
			Subtotal: $76,241.17
			Grand Total: $114,241.17

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In 2013, 36%(145) will be proficient in Listening/Speaking
2012 Current Percent of Students Proficient in listening/speaking:	
The current percent of students proficient is 33% (120).	

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
	Students have insufficient background knowledge and understanding of content specific vocabulary to fully understand oral language.	Through the implementation of common core standards and more rigorous CORE instruction, ELL students will be exposed to rigorous grade level content in	ELL teacher and Reading coaches	Classroom Walk Throughs from Administrators (CTEM) and coaches to observe	Spring CELLA assessment CTEM data

		the areas of Listening/Speaking to: 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 orally or thorough other media.			
1					

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

2. Students scoring proficient in reading. CELLA Goal #2:	In 2013, 23%(93) will be proficient in Listening/Speaking

2012 Current Percent of Students Proficient in reading:

The current percent of students proficient in reading is 21% (77).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.	Employ frequent checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read.	Classroom teacher, ELL Contact, teacher and Reading coach	Classroom Walk Throughs by administrators (CTEM) and coaches to observe questioning through using DOK checklist	CTEM data spring CELLA assessment and/or FCAT results DOK checklist

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percent of students scoring proficient in the writing subtest of Cella will increase to 16% (64).

2012 Current Percent of Students Proficient in writing:

The current percent of students proficient in writing is 15 %(54.

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 need additional opportunities for authentic conversations and evaluation of their writing as well as writing of others.	Students will have opportunities to: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.	Classroom teacher, ELL contact/teacher, Reading Coach	Classroom Walk Throughs by administrators (CTEM) or coaches to observe the items associated with writing in the non-negotiable checklist.	Spring CELLA assessment Collier/FCAT Writes Non-negotiable

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:	Last year (2011-12), 26% (84) scored at level 3 in math. Our goal for 2012-13, is 31% (110) students scoring at level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (84)	31% (110)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work. Instructional Specialists will collaborate with Instructional Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing, and debriefing) focused on questioning strategies designed to promote critical, independent and creative thinking. Lesson study will be utilized to examine student work/tasks as related Webb's Depth of Knowledge.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions. DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	iObservation data DOK Checklist data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	iObservation data, lesson plan checklist data

	prove reasoning aligned to the standards.	prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. The school-wide schedule provides for common planning time for all grade levels.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas and providing feedback and needed support.	iObservation, lesson plan checklist data

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

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

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

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:	Last year (2011-12), 13% (40) scored at level 4 or 5 in math. Our goal for 2012-13, is 14% (50) students scoring at level 4 or 5 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (40)	14% (50)

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 maintain high expectations for	School Administration	Monitoring of Webb's Depth of Knowledge	DOK Checklist data iObservation data

#					
1	tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	Instructional Coaches Team Leaders	(DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	
2	Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Grade level PLCs will analyze data to identify students needing enrichment. Enrichment will be provided through centers and/or enrichment blocks.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	DOK checklist data iObservation data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	iObservation

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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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:	Last year (2011-12), 71% (158) made gains in math. Our goal for 2012-13, is 74% (169) to make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (158)	74% (169)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data Iobservation data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	DOK checklist data I-observation data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	iObservation

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
1	N/A	N/A	N/A	N/A	N/A

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:	Last year (2011-12), 72% (41) of the lowest 25% made learning gains in math. Our goal for 2012-13, is 75% (43) of the lowest 25% to make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (41)	75% (43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends	DOK Checklist data iObservation data
	Interactive Learning Strategies and Differentiated Instruction Instructional: Students	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and	Lesson plan checklist data, iObservation data

2	do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		providing feedback and needed support.	
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension | Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies | School Administration Instructional Coaches Team Leaders | Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support. | Lesson plan checklist data, iObservation data |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #

5A : By 2016, 59% of the students will be proficient in math. |
|---|---|

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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:	Last year (2011-12), 34% (22) of students in the Black subgroup scored at level 3 or higher. Our goal for 2012-13, is 41% (27) students in the Black subgroup to score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (22)	41% (27)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 1 time each month for the specific purpose of examining, interpreting, and analyzing data of this subgroup to inform planning and instructional decisions. Meeting minutes will reflect critical analyses	School Administration Instructional Coaches INSS	Monitoring of data analysis through PLCs	agenda notes with detailed analysis of subgroup

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:	Last year (2011-12), 39% (77) scored at level 3 or higher in math. Our goal for 2012-13, is 42% (93) students scoring at level 3 or higher in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (77)	42% (93)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	School Administration Instructional Coaches Team Leaders ELL Resource Teachers/ELLContact	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions	iObservation data DOK Checklist data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	School Administration Instructional Coaches Team Leaders ELL Resource Teachers/ELLContact	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms	iObservation data, lesson plan checklist data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas.	iObservation, lesson plan checklist data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Last year (2011-12), 18% (7) of students in the SWD subgroup scored at level 3 or above. Our goal for 2012-13, is 26% (12) students in the SWD subgroup to score at 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (7)	26% (12)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data iObservation data
2	Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Grade level PLCs will analyze data to identify students needing additional support/interventions. Support will be provided through centers and/or intervention blocks of time with appropriate personnel.	School Administration Instructional Coaches Team Leaders ESE Resource Teachers	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms	DOK checklist data iObservation data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas	iObservation
4	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 1 time each month for the specific purpose of examining, interpreting, and analyzing data of this subgroup to inform planning and instructional decisions. Meeting minutes will reflect critical analyses.	School Administration Instructional Coaches INSS	Monitoring of data analysis through PLCs	agenda notes with detailed analysis of subgroup

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:	Last year (2011-12), 39%(119) scored at level 3 or higher in math. Our goal for 2012-13, is 45% (158) students scoring or higher at level 3 or higher in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (119)	45% (145)

	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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions	iObservation data DOK Checklist data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms	iObservation data, lesson plan checklist data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas.	iObservation, lesson plan checklist data

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
Writing Across Content Areas	All Instructional Staff	Instructional Coaches	All Instructional Staff	Early Release Days, Planning meetings	monitor lesson plans for writing in content areas checklist for content area writing	School Administration Instructional Coaches
Writing Rubric Training	All Classroom Teachers, ESE, and ELL teachers	Reading Coaches	All Classroom Teachers, ESE, and ELL teachers	PLC meetings, early release days	monitor rubric scores, monitor PLC meeting minutes and PLC discussions about writing	School Administration Reading Coaches
Using Kagan Structures to Teach Students How to Have Meaningful Dialogues in Math	All Instructional Staff	Math Coach	All Instructional Staff	Planning/PLC Meetings, Early Release Days, Friday Bull's Eye Meetings, Kagan Higher-Level Thinking Skills Training (Oct. 2012), Kagan Cooperative Learning Day 2 Training (Jan. 2013)	Monitor Lesson Plans, discussions in planning/PLC meetings, classroom observations	School Administration Math Coach
Using the Math Investigations Teachers' Manual to Develop Higher Order Questions Consistent With Webb's DOK	All Instructional Staff	Math Coach	All Instructional Staff	Planning Meetings, Early Release Days	Monitor lesson plans for questions, classroom checklist	School Administration Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Last year (2011-12), 20% (19) scored at a level 3 on FCAT Science. Our goal for 2012-13 is 31% (42) will score at a level 3 on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (19)	31% (42)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work. Instructional Specialists will collaborate with Instructional Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing, and debriefing) focused on questioning strategies designed to promote critical, independent and creative thinking. Lesson study will be utilized to examine student work/tasks as related Webb's Depth of Knowledge.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions. DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	iObservation data DOK Checklist data
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	iObservation data, lesson plan checklist data

		standards. Teachers will include use of these in weekly lesson plans.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Content instruction often does not include specific strategies for accessing the text to build comprehension.	Content area teachers will routinely utilize reciprocal teaching and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. The school-wide schedule provides for common planning time for all grade levels.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas, monitoring if reading strategies are being implemented across content areas and providing feedback and needed support.	iObservation, lesson plan checklist data
4	Although the 5E instructional model is being used to plan science instruction, some teachers' understanding and knowledge of specific steps of 5E instructional model is incomplete	Science/STEM Specialist and Science Coach will collaborate with Professional Learning Communiites to deepen understanding of each step of 5E model of science inquiry. Use of Discovery Education brief constructed responses and/or writing prompts.	Science/STEM specialist (state) Science Coach	Monitoring science instruction through CTEM Monitoring Professional Learning calendar Monitoring us of Discovery Education brief constructed responses	iObservation lesson plans Rubric for Discovery Education brief constructed responses
5	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Utilize 5E model of science instruction with fidelity, emphasizing hands-on opportunities, notebooking and vocabulary development.	School Administration Science Coach	Monitoring science instruction through CTEM Monitoring science lesson plans	iObservation 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 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
1	N/A	N/A	N/A	N/A	N/A

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:			Last year (2011-12), 1% (1) scored at a level 4 or higher on FCAT Science. Our goal for 2012-13 is 4% (4) will score at a level 4 or higher on FCAT Science.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	1% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating. Teachers will receive staff development in Webb's Depth of Knowledge with particular emphasis on questioning and rigor in student discourse and work.	School Administration Instructional Coaches Team Leaders	Monitoring of Webb's Depth of Knowledge (DOK) Checklist, monitoring of lesson plans for higher level questions DOK data reports on teacher questioning and student work will be analyzed to determine need for coaching or staff development depending on school trends.	DOK Checklist data iObservation data
2	Interactive Learning Strategies and Differentiated Instruction Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Grade level PLCs will analyze data to identify students needing enrichment. Enrichment will be provided through centers and/or enrichment blocks.	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for Kagan interactive structures, monitoring of use of Kagan structures in the classrooms and providing feedback and needed support.	DOK checklist data iObservation data
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for	Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and (as appropriate) the Reading Coherence Model (RCM) across all content, both fiction and non-fiction, to	School Administration Instructional Coaches Team Leaders	Monitoring of lesson plans for reading instruction being implemented across content areas and providing feedback and needed support.	iObservation

	accessing the text to build comprehension.	develop analytic and evaluative thinking and comprehension strategies			
4	Students do not have opportunities to extend their science learning.	Students will participate in Science Fair. Students will be provided differentiated centers during science block.	School Administration Instructional Coaches Team Leaders	Monitoring of Science Fair rubrics; monitoring of lesson plans for differentiated centers	Science Fair rubric Lesson plan checklist

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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Notebooking	All	Science Coach, Admin.	All grade level teachers	Early release day: December	Lesson plan designated notebooking activities and monitoring of while co-teaching and observing.	Science coach
5-E Science Lesson Plan Model	All	Science Coach, Admin.	All grade level teachers	Early release day: October	Review of teacher science lesson plans during planning, observations, walk throughs, and co-teaching.	science coach

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Science 5 E model - hands on scientific processes	Science materials for experiments and science fair	district	$500.00
Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	Full time Science Coach modeling, demonstrating, and coaching science instruction K-5.	Title	$56,313.60
			Subtotal: $56,813.60

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: $56,813.60

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:	Last year (2011-12), 46% (58 students) scored at a level 3 or higher on FCAT Writes. Our goal for 2012-13 is 51% (49) will score at a level 3 or higher on FCAT Writes. Last year (2011-12), 4% (4 students) scored at a level 4 or higher on FCAT Writes. Our goal for 2012-13 is 16% (29) will score at a level 4 or higher on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 46% (58) Level 4 4% (5)	Level 3 51% (49) Level 4 30%

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of	To ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate	School Administration Instructional Coaches	Monitor lesson plans monitor use of writing in content areas	i-observation data lesson plan checklists rubric scores from content writing

	rigor for each standard/ benchmark.	thinking skills appropriate to levels 3 or 4 of Webb's DOK.			
2	Content instruction often does not include specific strategies for accessing the text to build comprehension.	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.	School Administration Instructional Coaches	Monitor student content area writing	rubric checklists
3	Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional Learning Communities will meet 1 time each month for the specific purpose of examining, interpreting, and analyzing data writing to inform planning and instructional decisions. .	School Administration Reading Coaches	Monitor PLC meeting minutes Monitor rubric scores	rubric scores PLC meeting notes

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:

<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				

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
Writing Across the Content Areas/ Writing to a source	All Classroom Teachers	Reading Coaches	All Classroom Teachers	Early Release Days and PLCs	monitoring of short and extended responses requirements in lesson plans, monitoring of short and extended response scores through PLC	

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Last year (2011-12), PSE had a 96.62% attendance rate. The goal for 2012-13 is 97% attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 96.62%.	The expected attendance rate is 97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences was 178.	The number of students with excessive absences will be reduced by 5% (9).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

The number of students with excessive tardies is 38.	The number of students with excessive tardies will be reduced by 10%. (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
1	Due to economic issues some students may have limited home resources and limited school readiness.	Impress the importance of attendance in school during School Advisory Council meetings and family nights	Assistant Principal	The Assistant Principal will monitor attendance/tardies bi-weekly.	TERMS

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			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 goal for 2012-13 is to maintain or decrease the number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The 2012 total number of In-School suspensions was 3.	The 2013 expected total number of In-School suspensions will be 3 or less.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of Students Suspended In-School was 3.	The 2013 expected total number of students suspended will be 3 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total Number of Out-of-School Suspensions was 1.	The expected Number of Out-of-School Suspensions will be 1.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of Students Suspended Out-of-School was 1.	The expected number of students Suspended Out-of-School will be 1.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of social norm and self-discipline within our student population.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	Assistant Principals PBS Committee School Counselor (PBS Coach)	PBS data will be monitored by Assistant Principal; PBS Committee will monitor and analyze infraction data monthly	Student Pass

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

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

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

Positive Behavior Support review/overview.	All grades	Mr. Tom Gemmer	Instructional staff and non-instructional staff	Faculty Meeting	Observation Monitoring of referrals and Student Pass data	Assistant Principals School Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	New signage with expectations and indicators School wide incentives	Financial support received from district funding.	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	100% student and parent participation in Student Led Conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of student and parent participation	100% of student and parent participation

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
	Language differences and limited educational	Child-centered activities with family	Leadership Team	Attendance at each event will be monitored	Parent

1	experiences (less than 15% have graduated high school) may contribute to parents' feelings of alienation and may contribute to a lack of parent involvement with school based activities.	participation will be provided during school functions to create a welcoming environment. School functions will include a variety of purposes such as, parent conferencing, grade level curriculum nights, Book Fair, quarterly coffee hours and Student-Led Conferences		to gauge effectiveness. Conference notes will be submitted into Data Warehouse so that the number of conferences can be reviewed quarterly by the Leadership Team.	attendance at school functions, as measured by sign-in sheets Data Warehouse Conferences Logs

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
Training on the implementationof Student Led Conferences	All classroom teachers	Mentor teachers, team leaders, and instructional coaches	New teachers	individual meetings with new teachers	Review of professional development calendar and SLC attendance sheet	Administration

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
Child-centered activities with family participation will be provided during school functions to create a welcoming environment. School functions will include a variety of purposes such as, parent conferencing, grade level curriculum nights, Book Fair, quarterly coffee hours (informal question/answer time with administration) and Student-Led Conferences	Supplies and Materials for these events will be provided through the Parent Involvement fund.	Title 1 parent involvement supplies	$3,611.68
Child-centered activities with			

family participation will be provided during school functions to create a welcoming environment. School functions will include a variety of purposes such as, parent conferencing, grade level curriculum nights, Book Fair, quarterly coffee hours (informal question/answer time with administration) and Student-Led Conferences, English classes, literacy training.	Parent classes salaries and benefits	Title 1 Parent involvement	$1,133.30
		Subtotal:	$4,744.98
		Grand Total:	$4,744.98

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:	100% of 5th grade students will be exposed to STEM related strategies and careers.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have not been trained in STEM-focused strategies.	Provide professional learning opportunities in STEM skills and strategies with a focus on both content and pedagogy.	School Administration Science Coach	monitoring of lesson plans and checklist for incorporation of STEM strategies	checklist for use of STEM strategies
2	Students have not been exposed to careers and opportunities related to STEM.	Fifth grade students will take a field trip to Florida Gulf Coast University (FGCU) with a STEM focus.	School Administration Science Coach	Monitoring of field trip logs and field trip agenda	student written responses about experiences

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
Incorporating STEM strategies	5th grade	Science Coach	5th grade teachers	Bull's Eye Friday trainings	Monitor lesson plans for incorporation of STEM strategies	Science Coach
Instructional Resource teacher will participate in professional						

learning during quarterly meetings and obtain best practices through Edmodo collaboration.	K-5	Instructional Resource Teacher Science Coach	Instructional Resource Teacher	Quarterly IR meetings	Monitor IR lesson plans for incorporation of STEM strategies	Administration District Coordinator

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
Fifth grade students will take a field trip to FGCU to expose students to careers and opportunities related to STEM	busses for transportation	PTO	$600.00
			Subtotal: $600.00
			Grand Total: $600.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporating Close Reading and Higher level questioning in all content areas	Jr. Great books for K-5	Title One - District	$16,000.00
Reading	Providing Research based reading interventions	Red Leveled Literacy Intervention Kit	Title One - District	$9,000.00
Science	Science 5 E model - hands on scientific processes	Science materials for experiments and science fair	district	$500.00
Science	Teachers will maintain high expectations for students' responses to higher order questions, determining in advance of the lesson the level of response that demonstrates mastery of the standard/benchmark cognitive complexity rating.	Full time Science Coach modeling, demonstrating, and coaching science instruction K-5.	Title	$56,313.60
Suspension	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	New signage with expectations and indicators School wide incentives	Financial support received from district funding.	$4,000.00
				Subtotal: $85,813.60

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increasing student engagement and accountable talk	Kagan Cooperative Learning Training (Day 1 and Day 2)	District	$13,000.00
				Subtotal: $13,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Full time Reading Resource teacher working directly with students to provide tiered interventions.	Title 1	$57,655.42
Reading		Provide staff during summer school to work with students to improve literacy skills	Title 1	$14,034.73
Reading		Supplies and material to support literacy initiatives.	Title 1 basic supplies	$4,551.02
Parent Involvement	Child-centered activities with family participation will be provided during school functions to create a welcoming environment. School functions will include a variety of purposes such as, parent conferencing, grade level curriculum nights, Book Fair, quarterly coffee hours (informal	Supplies and Materials for these events will be provided through the Parent Involvement fund.	Title 1 parent involvement supplies	$3,611.68

	question/answer time with administration) and Student-Led Conferences			
Parent Involvement	Child-centered activities with family participation will be provided during school functions to create a welcoming environment. School functions will include a variety of purposes such as, parent conferencing, grade level curriculum nights, Book Fair, quarterly coffee hours (informal question/answer time with administration) and Student-Led Conferences, English classes, literacy training.	Parent classes salaries and benefits	Title 1 Parent involvement	$1,133.30
STEM	Fifth grade students will take a field trip to FGCU to expose students to careers and opportunities related to STEM	busses for transportation	PTO	$600.00
			Subtotal:	$81,586.15
			Grand Total:	$180,399.75

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.

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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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
PARKSIDE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	49%	81%	17%	199	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	55%	50%			105	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?	59% (YES)	52% (YES)			111	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					415	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Collier School District
PARKSIDE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	53%	76%	15%	198	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	60%	47%			107	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?	54% (YES)	47% (NO)			101	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					406	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested