FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: VILLAGE OAKS ELEMENTARY SCHOOL

District Name: Collier

Principal: Dorcas F. Howard

SAC Chair: Olwen Stewart-Bell

Superintendent: Kamela Patton Ph.D.

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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	Dorcas F. Howard	B.S. Elementary Education, Florida Memorial College M.S. Curriculum and Instruction, Florida Atlantic University Florida Certifications- Elementary Education; Early Childhood; Admin. Supervision	26	24	Prior Performance Record: * School Grade = C * FCAT/Statewide Assessment Achievement Levels - Overall Reading Learning Gains = 64% - Overall Math Learning Gains = 67% - Reading Lowest 25% Making Gains = 72% - Math Lowest 25% Making Gains = 84% * AMO Progress = - AMO Progress was met in Reading with Blacks - AMO Progress was met in Math with Blacks and ELLs According to statute, the Superintendent has the authority to strategically place administrators within the school district.
		B.S. Elementary Education, University of South Florida			Prior Performance Record: * School Grade = C

Assis Principal	Veronica A. Torres	M.S. Curriculum and Instruction, University of Florida Ed.S. Educational Leadership, University of Florida Florida Certifications- Elementary Education (Grades 1-6); Educational Leadership; ESOL Endorsed	2	2	* FCAT/Statewide Assessment Achievement Levels - Overall Reading Learning Gains = 64% - Overall Math Learning Gains = 67% - Reading Lowest 25% Making Gains = 72% - Math Lowest 25% Making Gains = 84% * AMO Progress = - AMO Progress was met in Reading with Blacks - AMO Progress was met in Math with Blacks and ELLs According to statute, the Superintendent has the authority to strategically place administrators within the school district

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	Kathy Christensen	B.S. Elementary Education, Miami of Ohio University M.A. Curriculum, University of South Florida Ed.S. Curriculum and Teacher Leadership, University of Florida Reading Endorsement Art Endorsement ESOL Endorsement	26	11	Prior Performance Record: * School Grade = C * FCAT/Statewide Assessment Achievement Levels - Overall Reading Learning Gains = 64% - Overall Math Learning Gains = 67% - Reading Lowest 25% Making Gains = 72% - Math Lowest 25% Making Gains = 84% * AMO Progress = - AMO Progress was met in Reading with Blacks - AMO Progress was met in Math with Blacks and ELLs Demonstrates a history of academic excellence and successful past experience with Village Oaks Elementary population. Mrs. Christensen holds a Reading Endorsement as well as an ESOL Endorsement which prepare her to meet the needs of not only at-risk students to include ELL, Title I, Migrant and others. Her course work and Specialist Degree in Curriculum and Teacher Leadership not only equips her with the techniques to work with at-risk students, but her leadership skills empower teachers with a knowledge base and the resources needed to meet the needs of our diverse population.
Math/ Science	Erik Cruz	B.S. Elementary Education, University of Akron M.A. Curriculum and Instruction, University of Florida ESOL Endorsement Reading Endorsement	9	3	Prior Performance Record: * School Grade = C * FCAT/Statewide Assessment Achievement Levels - Overall Reading Learning Gains = 64% - Overall Math Learning Gains = 67% - Reading Lowest 25% Making Gains = 72% - Math Lowest 25% Making Gains = 84% * AMO Progress = - AMO Progress was met in Reading with Blacks - AMO Progress was met in Math with Blacks and ELLs Demonstrates a history of academic excellence and successful past experience with Village Oaks Elementary population. Mr. Cruz holds a Reading Endorsement as well as an ESOL Endorsement which prepare him to meet the needs of not only at-risk students to include ELL, Title I, Migrant and others.
			2		Prior Performance Record: * School Grade = C

Instructional Support Specialist (InSS: SLD ElementaryK-6	Judy Truelove	B.A Psychology Education MA in Middle Grades Add on in Specific Learning Disabilities	12	38	* FCAT/Statewide Assessment Achievement Levels - Overall Reading Learning Gains = 64% - Overall Math Learning Gains = 67% - Reading Lowest 25% Making Gains = 72% - Math Lowest 25% Making Gains = 84% * AMO Progress = - AMO Progress was met in Reading with Blacks - AMO Progress was met in Math with Blacks and ELLs Taught grades 2 through 7th in regular classes. Has been in Special Ed teaching SLD (Specific Learning Disabilities) in elementary and Middle Schools since 1987. In 1994 was trained to become an ESE Specialist and continued teaching SLD half time. Moved to Naples in 1998 to 2005 as a full time ESE Specialist. Retired in 2005 and returned to VOE in 2007 working with kindergarteners who struggled in Reading and needed Triple iii . That developed into RTI in 2009. Became the Intervention Support Specialist in 2011 and continues in this position along with teaching ESE students part time. ESOL endorsed and took a class in Just Read, Florida the first summer back in 2007.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Monthly meetings for new teachers with Administration. 2.Implementation of a Mentee/Mentor Program 3.Scheduling observations for new teachers of veteran teachers at school and other district schools. 4.Interviews with highly-qualified applicants involving team leaders, Principal, Assistant Principal, and Leadership Team	Principal and Assistant Principal	on-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%(0) CCPS policy is to hire only highly qualified teachers and paraprofessionals. Consequently, all teachers and paraprofessionals are certified and HQ in their area of assignment	0%(0)

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

| 40 | 10.0%(4) | 17.5%(7) | 40.0%(16) | 32.5%(13) | 40.0%(16) | 100.0%(40) | 17.5%(7) | 0.0%(0) | 65.0%(26) |

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
Sheila Deshields	Tracy Hair	Tracy Hair is a 1st year teacher at Village Oaks and Mrs. Sheila DeShields is a veteran teacher leader.	The mentor and mentee meet weekly to discuss school routines and procedures. They also meet biweekly in a professional learning community (PLC) to discuss evidence-based strategies for students. The mentor/mentee is given release time to observe the mentee/mentor. Time is given for the feedback, coaching and planning. In addition, mentees meet monthly with Administration to discuss the following topics: • Cum Review/Housekeeping of Office Procedures • PBS • Progress Monitoring • Exceptional Student Education (ESE) / Response to Intervention (RtI) • Collier Teacher Evaluation Model (CTEM) • English Language Learners (ELL) • End-of-the-Year Procedures
Alicia Rosales	Roxana Delgado	Roxana Delgado is a 1st year teacher at Village Oaks and Mrs. Alicia Rosales is a veteran teacher leader.	The mentor and mentee meet weekly to discuss school routines and procedures. They also meet biweekly in a professional learning community (PLC) to discuss evidence-based strategies for students. The mentor/mentee is given release time to observe the mentee/mentor. Time is given for the feedback, coaching and planning. In addition, mentees meet monthly with Administration to discuss the following topics: • Cum Review/Housekeeping of Office Procedures • PBS • Progress Monitoring • Exceptional Student Education (ESE) / Response to Intervention (RtI) • Collier Teacher Evaluation Model (CTEM) • English Language Learners (ELL) • End-of-the-Year Procedures
			The mentor and mentee meet weekly to discuss school routines and procedures. They also meet biweekly in a

Rodney Watson	Ashley Flores	Ashley Flores is a 1st year teacher at Village Oaks and Mr. Rodney Watson is a veteran teacher leader.	professional learning community (PLC) to discuss evidence-based strategies for students. The mentor/mentee is given release time to observe the mentee/mentor. Time is given for the feedback, coaching and planning. In addition, mentees meet monthly with Administration to discuss the following topics: • Cum Review/Housekeeping of Office Procedures • PBS • Progress Monitoring • Exceptional Student Education (ESE) / Response to Intervention (RtI) • Collier Teacher Evaluation Model (CTEM) • English Language Learners (ELL) • End-of-the-Year Procedures
Janice Augustin	Michael Bumpus	Michael Bumpus is a 1st year teacher at Village Oaks and Mrs. Janice Agustin is a veteran teacher leader.	The mentor and mentee meet weekly to discuss school routines and procedures. They also meet biweekly in a professional learning community (PLC) to discuss evidence-based strategies for students. The mentor/mentee is given release time to observe the mentee/mentor. Time is given for the feedback, coaching and planning. In addition, mentees meet monthly with Administration to discuss the following topics: • Cum Review/Housekeeping of Office Procedures • PBS • Progress Monitoring • Exceptional Student Education (ESE) / Response to Intervention (RtI) • Collier Teacher Evaluation Model (CTEM) • English Language Learners (ELL) • End-of-the-Year Procedures

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

•The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
•Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same

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

Title I, Part C- Migrant

•Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.
Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized professional learning that ensures students receive high quality, differentiated instruction.
•Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.
•Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I, Part D

NA

Title II

•Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified
•Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
•Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
•Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:
oIndividual schools conduct annual staff development surveys to determine staff development needs. A comprehensive Staff Development Plan and collaborative planning coordinates all available district resources.
oStaff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
oTitle I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
oThe 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.
oReading 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.
oThe district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

Title III

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

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

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

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

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

Head Start

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

appropriate.

Adult Education

NA

Career and Technical Education

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

Job Training

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

Other

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Assistant Principal: Ensures that the school-based team is implementing MTSS/RtI , conducts assessment of MTSS/RtI skills of school staff, and ensures implementation of intervention support and documentation.

Select General Education Teachers: (primary and intermediate) Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier2/3 activities.

Intervention Support Specialist (InSS): Develops and evaluates school content standards/programs as they relate to ELL, ESE, and other at-risk student population; identifies and analyzes existing literature on scientifically-based curriculum assessment and intervention approaches proven effective for ELL, ESE and other instruction. Identifies systematic patterns of student need while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
The Intervention support specialist is going to provide direct instructional support for ELL, ESE and other at-risk students in individual or small group settings and model best practices for the teachers working with those students at VOE. They will be required to discuss students' individual progress based on their individual needs by analyzing the formative assessment results specifically in academics, language, disabilities or other, in order to help determine if ways in which those needs can be better met or if there are other cognitive issues impeding their learning progress. The specialist will be analyzing data

posted on our district internal TERMS and Data Warehouse systems. Our systems will allow for the specialist to review students' progress on all assessments and to formulate a hypothesis which will allow them to determine the best possible strategy or strategies. They can also review with teachers the strategies that the students have received and determine if they were successful or not in order to recommend, provide clinical support and implement the use of other strategies to assist individual students in their progress and individual success.

Reading Coach: Develops, leads, and evaluates school core reading content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches.

School Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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/RtI Leadership Team meets with each grade level PLC twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the MTSS/RtI Leadership Team will identify professional development and resources and will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The RtI Leadership Team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS/RtI Leadership Team implemented the Problem Solving process by:
* Defining the Problem
* Analyzing the Problem
* Detemining Intervention Plan
* Determining the Data Collection Plan
* Writing the SIP based upon results

Members of the MTSS/RtI Leadership Team participated in the development and monitoring of the School Improvement Plan by meeting with faculty to give input regarding barriers, strategies, and associated procedures needed for successful implementation of MTSS.

The school-based MTSS/RtI Leadership Team looks at school data trends and identifies areas of need. The data are analyzed and the team provides school wide interventions to be implemented. Interventions are monitored by the Administrative Team.

FCAT and FAA eligible students with disabilities: The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

MTSS Implementation

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

Data Sources:
The MTSS/RtI Leadership team analyze multiple data sources which may include; FAIR assessments, quarterly reading benchmarks, Quarterly math benchmarks, quarterly writing benchmarks, quarterly science benchmarks, FCAT scores, Leveled Literacy Instruction data, Running Records, and Teacher created progress monitoring tools.

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

School teams meet in grade level teams as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data for reading, math, science, writing and behavior. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the students in core instruction. This core instruction data will be used during PLCs to follow the rate of student progress over time. Teachers share results and best practices.
As students fail to meet with success in core instruction, students are referred to the school's MTSS/RtI Leadership team where targeted interventions are selected for implementation. Progress monitoring data on targeted interventions are further collected and shared with the MTSS/RtI Leadership Team. As students fail to meet with success in targeted interventions, The MTSS/RtI Leadership team selects intensive interventions for implementation. Progress monitoring data are once again analyzed to determine student needs.

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dorcas Howard (Principal) , Veronica Torres (Assistant Principal), Judith Truelove (Intervention Support Specialist), Shirley Rainwaters (Media Specialist), Kathy Christensen (Literacy Coach), Sarah Pedraja (PK), Jennifer Davila (K), Tracey Bowlin (1st Grade), Sheila DeShields (2nd), Danielle Hipolito (3rd Grade), Megan York (4th Grade), Rodney Watson (5th), Janice Augustin (6th), Debbie Durno (Reading Resource Teacher), and Cindy Reinhardt (Reading Resource Teacher)

FAA eligible students with disabilities: The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content.

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

The committee meets monthly to plan and monitor the progress of reading and writing events throughout the school including motivational rewards: (Reading Counts incentives such as store and field trips; 100 Book Challenge events; Reading is Fundamental (RIF) distributions; volunteer readers (Rockin' Reader program); reading clips for the morning news; and strategy and instructional techniques as suggestions for grade levels. The Literacy Coach attends monthly grade level PLCs to discuss reading interventions and support for classroom teachers and struggling students, as well as implications from FAIR testing three times a year. The Literacy Coach also manages the progress monitoring in all grade levels.

The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

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

We will continue with the following initiatives:

*100 Book Challenge – school wide
*Great Books
*Morning News
*PLCs – all grade levels
*Writers' Conference – 4th grade
*Author's Tea – 1st grade
*Leveled Literacy Intervention for grades 1, 2, and 3
*Dogs On The Lawn Celebration - students in grades 3, 4,5, 6 who met FCAT goals
*Critical Thinking and Research with targeted 6th graders
*Family Media Night
*Student-Led Parent Conferences
*Scholastic Reading Counts! - An independent reading program for Grades K–12 which combines reading practice and software-based reading assessment
*Scholastic Reading Inventory - Reading Assessment that provides immediate, actionalbe data on student reading levels and growth
*Sunshine State Young Readers Award Program
*Florida Reading Association Children's Book Award Program
*Financial support for the VOE Book Fair from the Ethan and Lily Herrera Foundation
*Building knowledge through content-rich nonfiction and informational texts
*Practice with complex text and its academic vocabulary

The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/13/2012)

*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.

NA

*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?

NA

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?

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in reading will increase from 20%(52) 25%(67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(52)	25%(67)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specs and the FCAT "cluster" document to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have	1.2a Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to	CTEM Administrators' observations Team Lesson Plans Submitted in Angel

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2		opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.		look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. The completion of Coaching Cycle with individual teachers.	District created monitoring tool PLC Meeting Notes
3		1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content areas through the use of Word Walls as well as the following: Reading - incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. Math - teach problem solving strategies using manipulatives, modeled drawing, and writing to respond to the text through math notebooking. Science - incorporate 5E lessons, hands-on demonstrations, and writing to respond to the text through science notebooking. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes PMPs

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:	Our goal for the 2012-2013 school year is to increase FAA Reading proficiency from 0% to 10%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests using Monthly Benchmark Assessments. Instructional delivery adjusted based on results.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in reading will increase from 15% (37) 16%(43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(37)	16%(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
	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals

1		student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will conference with teacher and identify an individual goal for achieving a level 3 or 4 on the scale. The work he/she will complete to demonstrate successful mastery of the standard/benchmark will be monitored, housed in Student Data Binders, and shared during Student-Led Conferences.		level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

		subgroups to determine additional supports that may be needed to close the gap for specific groups.			

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:	Our goal for the 2012-2013 school year is to maintain FAA Reading proficiency from 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(4)	100%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in reading will increase from 64%(117) 68%(129).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(117)	68%(129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning	CTEM Student interviews Administrators' observations

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1	assessments that follow an appropriate level of rigor for each standard/benchmark.	specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.		goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences. The Coaching Cycle will be completed with individual teachers.	Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor PLC Meeting Notes.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes PMPs

| | | weeks by monitoring student participation in collaborative activities and maintaining assessment data.

1.3c
Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups. | | Professional Learning Communities and student data on the Data Wall | |

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:	Our goal for the 2012-2013 school year is to maintain the students achieving learning gains at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	100%(3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in reading will increase from 72%(32) 75% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(32)	75%(36)

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

1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. The Coaching Cycle will be completed with individual teachers.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content areas through the use of Word Walls as well as the following: Reading - incorporate	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

| | | multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.

Math - teach problem solving strategies using manipulatives, modeled drawing, and writing to respond to the text through math notebooking.

1.3b
Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data.

1.3c
Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups. | | Professional Learning will follow based on individual teacher needs and grade level team goals.

Monitor grade level Professional Learning Communities and student data on the Data Wall.

The Coaching Cycle will be completed with individual teachers. | |
| 3 | | | | | |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years school will reduce their achievement gap by 50%. 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% (4) Black: 36% (26) Hispanic:59% (108) Asian: NA American Indian:40% (2)	White: 70%(4) Black: 42%(29) Hispanic: 63%(117) Asian: NA American Indian: 46% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor:	1.1a Teachers will be supported by building	District team members, administrators,	Conduct walkthroughs and observations and provide specific feedback	CTEM Student interviews

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1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	coaches, team leaders, and leadership team	to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

| | | Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data.

1.3c
Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups. | | Monitor grade level Professional Learning Communities and student data on the Data Wall. | |

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:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (52)	48% (64)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals

2	**1.2 Interactive Learning Strategies and Differentiated Instruction:** Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	**1.2a** 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. **1.2b** Teachers will include use of these in weekly lesson plans. **1.2c** Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	**1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies:** Content instruction often does not include specific strategies for accessing the text to build comprehension.	**1.3a** Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. **1.3b** Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. **1.3c** Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (6)	27% (10)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to	CTEM Administrators' observations Team Lesson Plans Submitted in Angel

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3	does not include specific strategies for accessing the text to build comprehension.	across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.		look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	District created monitoring tool 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (133)	56% (142)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Lesson Plans Student Data Binders Student Set Goals

		1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.		student-led conferences. The Coaching Cycle will be completed with individual teachers.	
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Lesson Plans District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Lesson Plans District created monitoring tool PLC Meeting Notes

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
Leveled Literacy Intervention	K-3	Reading Coach	Intervention Teachers	On-going throughout the 2012-2013 school year	Classroom walkthroughs/observation of classroom use while providing teachers with feedback and Professional Learning opportunities based on teacher need	Administration Reading Coach
Reciprocal Teaching	K-6	Consultant Lori Oczkus Reading Coach	K-6 Classroom teachers	Professional Learning during Pre-inservice week Follow-up Professional Learning opportunity September 26th and 27th On-going throughout the 2012-2013 school year through Literacy PLC's	Monitor teacher submitted lesson plans to look for evidence of Reciprocal Teaching strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Classroom walkthroughs/observation to monitor teacher's implementation of Reciprocal Teaching. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Consultant Lori Oczkus Administration Reading Coach
Webb's Depth of Knowledge	K-6	District Resources - Irene Benfatti and Kim Keenan Reading Coach	K-6 Classroom teachers	October 10th Faculty Meeting followed by delivery through PLC's	Classroom walkthroughs/observation of classroom use while providing teachers with feedback and Professional Learning opportunities based on teacher need	District Resources - Irene Benfatti and Kim Keenan Administration Reading Coach
Reading in the Content Areas	K-6	Reading Coach	K-6 Classroom teachers	Once a month at Reading PLC's	Classroom walkthroughs/observation of classroom use while providing teachers with feedback and Professional Learning opportunities based on teacher need Monitor teacher submitted lesson plans to look for evidence of reading throughout the content areas. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Administration Reading Coach
Reading/Writing Interventions	K-6	Reading Coach	K-6 Classroom teachers	On-going throughout the 2012-2013 school year through Literacy PLC's, Data Chats, and/or MTSS/RtI Leadership Meetings	Classroom walkthroughs/observation of classroom use while providing teachers with feedback and Professional Learning opportunities based on teacher need Monitor teacher's implementation of strategies through the analysis of student performance data and response to intervention. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Administration Reading Coach MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction for targeted and/or intensive students.	Title I Basic and/or Migrant funded resource teachers providing intervention to at-risk students.	Title I Basic/Migrant FSG	$192,717.00
			Subtotal: $192,717.00
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
Provide differentiated professional learning in the area of literacy for all grade levels.	Title I Basic FSG funds the Reading Coach position for building the capacity of teachers in area of literacy.	Title I Basic FSG	$72,618.39
			Subtotal: $72,618.39
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide differentiated instruction for on or above grade level students in Reading and Math.	After school initiative for increasing student achievement of students scoring a level 3, 4, or 5 in FCAT Reading and Math.	School's Title 1 Basic Allocation	$24,462.00
			Subtotal: $24,462.00
			Grand Total: $289,797.39

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:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase from 23% (56) to 25% (88)as measured by spring CELLA scores.
2012 Current Percent of Students Proficient in listening/speaking:	
23% (56) students are proficient in Listening/Speaking in grade K-5 at Village Oaks Elementary School.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Through the implementation of Next Generation Sunshine State Standards and Common Core Standards, ELL students will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to:	Administration, Classroom Teachers, ELL Contact and Reading coach	Classroom Walk Throughs from Administrators and coaches to observe: Teachers providing students with opportunities to write short/long dialogues using key vocabulary learned and present orally using different	CTEM Spring CELLA Assessment

		1.1a Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups; 1.1b Build on others' talk conversations by responding to the comments of others through multiple exchanges. 1.1c Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or thorough other media.		settings and scenarios. Teachers providing students with opportunities to have oral dialogue presentations. The teachers will use the rubrics created to determine students' effectiveness. Students evaluating other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process.	
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:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Reading will increase from 22% (51) to 24%(85)as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in reading:

22% (51) students are proficient in Reading in grade K-5 at Village Oaks Elementary School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. 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.	2.1a Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for reading on grade level/ meeting grade level expectations. 2.1b Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and L2 students as appropriate. 2.1c Monitor progress a minimum of once every 2 weeks using running records. 2.1d	Administrators, coaches, Team Leaders, and Leadership Team	Classroom Walk Throughs from administrators and Coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. Teaching of specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. Teachers' implementation of opportunities for	CTEM Running Records Fluency Rubrics Spring CELLA Assessment
1					

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. 2.1e Employ checks for understanding that include 1:1 questioning with the student or written responses to text dependent questions to determine student's level of understanding of what was read		students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues. Teachers utilizing fluency rubrics and/or running records to determine the effectiveness of strategy. Coaches monitoring teachers' utilization of rubrics and/or running records.	

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

3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Writing will increase from 21% (50) to 23%(81)as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in writing:
21% (50) students are proficient in Writing in grade K-5 at Village Oaks Elementary School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students do not have opportunities for authentic conversations and evaluation of their own or others writing.	Students will have opportunities to: 3.1a Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3.1b 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.	Administrators, Coaches, Team Leaders, and Leadership Team	Classroom Walk Throughs to observe: Structures of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills Teachers' support of language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	CTEM Spring CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide differentiated supplemental instruction to second language learners.	The tutors funded by District as part of compliance with Meta Consent Decree of FL as well as the supplemental tutors funded by Title I Basic and Migrant.	District and/or Title I Basic and Migrant	$211,928.00
			Subtotal: $211,928.00
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: $211,928.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in math will increase from 20%(52) 25%(67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(52)	25%(67)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specs and the FCAT "cluster" document to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning	1.2a 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	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool

2	aligned to the standards.	to the standards. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.		Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. The completion of Coaching Cycle with individual teachers.	PLC Meeting Notes
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content areas through the use of Word Walls as well as the following: Reading - incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. Math - teach problem solving strategies using manipulatives, modeled drawing, and writing to respond to the text through math notebooking. Science - incorporate 5E lessons, hands-on demonstrations, and writing to respond to the text through science notebooking. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes PMPs

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:	Our goal for the 2012-2013 school year is to increase FAA Math proficiency 0%(0) 10%(1).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0%(0)	10%(1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests using Monthly Benchmark Assessments. Instructional delivery adjusted based on results.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in math will increase from 13%(34) 14%(37)
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(34)	14%(37)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals

			standard/benchmark. 1.1c Students will conference with teacher and identify an individual goal for achieving a level 3 or 4 on the scale. The work he/she will complete to demonstrate successful mastery of the standard/benchmark will be monitored, housed in Student Data Binders, and shared during Student-Led Conferences.		students, support students with individual goals, and monitor student-led conferences.	
2		1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3		1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

		groups.		

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:	Our goal for the 2012-2013 school year is to maintain FAA Math proficiency at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(4)	100%(5)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1.1
Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.</td><td>1.1a
Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.</td><td>Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members</td><td>Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments</td><td>Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT in math will increase from 67%(122) 70%(132).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(122)	70%(132)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>1.1
Rigor:

Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.</td><td>1.1a
Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the</td><td>District team members, administrators, coaches, team leaders, and leadership team</td><td>Conduct walkthroughs and observations and provide specific feedback to teachers.

Check students' level of understanding of learning goals and scales using student interviews and observations.</td><td>CTEM

Student interviews

Administrators' observations

Webb's Depth of Knowledge Walkthrough Form</td></tr>
</table>

1		standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.		Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences. The Coaching Cycle will be completed with individual teachers.	Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor PLC Meeting Notes.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes PMPs

		assessment data.
		1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.

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:	Our goal for the 2012-2013 school year is to maintain the number of students achieving learning gains at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	100%(3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT in math will increase from 84%(39) 86%(40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(39)	86%(40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor:	1.1a Teachers will be supported by building	District team members, administrators,	Conduct walkthroughs and observations and provide specific feedback	CTEM Student interviews

1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	coaches, team leaders, and leadership team	to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. The Coaching Cycle will be completed with individual teachers.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content areas through the use of Word Walls as well as the following: Reading - incorporate multiple texts, both fiction and non-fiction, to develop analytic and	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

| 3 | evaluative thinking and comprehension strategies.

Math - teach problem solving strategies using manipulatives, modeled drawing, and writing to respond to the text through math notebooking.

1.3b
Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data.

1.3c
Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups. | | level team goals.

Monitor grade level Professional Learning Communities and student data on the Data Wall.

The Coaching Cycle will be completed with individual teachers. | |

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 Current Level of Performance: * White: 83% (5) Black: 35% (25) Hispanic: 49% (90) Asian: NA American Indian: 20% (1)	White: 85% (5) Black: 42% (29) Hispanic: 54% (100) Asian: NA American Indian: 28% (2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor: Lessons do not routinely incorporate tasks,	1.1a Teachers will be supported by building coaches and district staff to utilize	District team members, administrators, coaches, team leaders, and	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Student interviews

1	opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	leadership team	Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes

		weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.		Professional Learning Communities and student data on the Data Wall.	

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:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (45)	42% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
	1.2 Interactive Learning	1.2a Teachers will utilize	District team members,	Conduct walkthroughs and observations and	CTEM

#					
2	Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	administrators, coaches, team leaders, and leadership team	provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (6)	27% (10)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool
	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created

3	comprehension.	fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.		teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	monitoring tool 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In six years school will reduce their achievement gap by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (115)	50% (127)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Lesson Plans Student Data Binders Student Set Goals

		achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.		The Coaching Cycle will be completed with individual teachers.	
2		1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Lesson Plans District created monitoring tool
3		1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Lesson Plans District created monitoring tool PLC Meeting Notes

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
Quarterly Pioneer Math Trainings offered for pioneer teachers in grade bands for K-1, 2-3, and 4-5.	K-5	District Math Coordinator	Select grade level Pioneer Math teachers.	Ongoing throughout the 2012-2013 year	Classroom Observations with teacher feedback Monitoring of grade level PLC Meeting Notes Monitor teacher submitted lesson plans to look for evidence that the district curriculum map, which incorporates Investigations and Envisions, are being followed with fidelity. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Administration Math Coach
Investigations Training	K-5	District Math Coordinators	K-5 Teachers new to teaching the district's adopted math series, Investigations	Ongoing throughout the 2012-2013 year	Classroom Observations with teacher feedback Monitoring of grade level PLC Meeting Notes Monitor teacher submitted lesson plans to look for evidence that the district curriculum map, which incorporates Investigations and Envisions, are being followed with fidelity. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	Administration District Math Coordinator Math Coach
Monthly Math Coaches Meetings	K-5	District Math Coordinator	Math Coach	Ongoing throughout the 2012-2013 year	Classroom Observations with teacher feedback Monitoring of grade level PLC Meeting Notes which document that the Math Coach has provided grade level teams with district level information shared during the Monthly Math Coaches Meetings	Administration District Math Coordinator Math Coach
Math Implementation Support	K-6	Math Coach	K-6 Teachers	Ongoing throughout the 2012-2013 year	Classroom Observations with teacher feedback Monitoring of grade level team planning in which the Math Coach provides teams with lesson plans and materials while following the district curriculum map with fidelity.	Administration Math Coach
Student Achievement Data and Analysis	K-6	Math Coach	K-6 Teachers	Ongoing throughout the 2012-2013 year	Classroom Observations with teacher feedback Monitoring of grade level PLC Meeting Notes which document that the Math Coach has facilitated the data and analysis of student achievement on quarterly math assessments with grade level teams	Administration Math Coach

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Provide small group math intervention for students not meeting math grade level standards.	Math Resource position for building the capacity of students in area of mathematics.	Title 1 Basic/ FSG	$41,984.00
			Subtotal: $41,984.00

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
Could Provide math support for new teachers using the Investigations curriculum.	Math Coach position for building the capacity of teachers in area of mathematics.	Title 1 Basic/ FSG	$51,621.00
			Subtotal: $51,621.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $93,605.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in science will increase from 18%(10) 26%(21)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(10)	26%(21)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specs and the FCAT "cluster" document to determine the level of rigor required for mastery of the standard/benchmark.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson

	1		1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will identify an individual goal for achieving a level 3 or 4 on the scale, and identify the work he/she will do to demonstrate successful mastery of the standard/benchmark.		to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	Plans Submitted in Angel Student Data Binders Student Set Goals
	2	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and improve reasoning aligned to the standards.	1.2a 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. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. The completion of Coaching Cycle with individual teachers.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes
		1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content areas through the use of Word Walls as well as the following: Reading - incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool PLC Meeting Notes PMPs

		Math - teach problem solving strategies using manipulatives, modeled drawing, and writing to respond to the text through math notebooking. Science - incorporate 5E lessons, hands-on demonstrations, and writing to respond to the text through science notebooking. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.		Professional Learning Communities and student data on the Data Wall.	
3					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Our goal for the 2012-2013 school year is to increase FAA Science proficiency from 0%(0) 10%(0).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests using Monthly Benchmark Assessments. Instructional delivery adjusted based on results.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in science will remain at 2%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
2% (1)	2% (2)			

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and test item specifications to determine the level of rigor required for mastery of the standard/benchmark. 1.1b Teachers will identify the learning goals and essential questions to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1c Students will conference with teacher and identify an individual goal for achieving a level 3 or 4 on the scale. The work he/she will complete to demonstrate successful mastery of the standard/benchmark will be monitored, housed in Student Data Binders, and shared during Student-Led Conferences.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Student Data Binders Student Set Goals
	1.2 Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to	1.2a Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction,	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of interactive learning strategies and	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created

2	show, tell, explain and improve reasoning aligned to the standards.	requiring students to show, tell, explain and prove reasoning aligned to the standards. 1.2b Teachers will include use of these in weekly lesson plans. 1.2c Teachers will maintain high expectations for all students to participate in collaborative activities and appropriately fulfill specified role within groups.		differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	monitoring tool
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Strategies: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) and/or Reciprocal Teaching across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 1.3b Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. 1.3c Disaggregate data by subgroups to determine additional supports that may be needed to close the gap for specific groups.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of informational text across all content to teach reading and writing skills and strategies. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Communities and student data on the Data Wall.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel District created monitoring tool 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	For the 2012-2013 school year, there are no 5th grade students taking the FAA Science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	NA
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	1.1 Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1.1a Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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
Discovery Education: Science Techbook	K-6	DE Representative	Kindergarten - 6th Grade Classroom Teachers	Nov. 26-30	Weekly Lesson Plans reflecting planning with the Science Coach. Walkthroughs/Observations DE Usage Log provided by the district coordinator.	Administration Science Coach
Science Point of Contact Meetings	Science K-6	District Science Coordinators	District Science Coordinators	Ongoing monthly meetings	Attendance sign in sheets Sharing information with assigned grade level teams	Administration Science Coach

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the 2012-2013 academic year, the number of students achieving a level 3.0 or higher, will increase from 73%(53) to 80%(46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(53)	80%(46)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	1.1a Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1.1b 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 thinking skills appropriate to levels 3 or 4 of Webb's DOK. 1.1c In all content areas when assessing student responses, check for proper capitalization of the first letter of each sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 1.1d To ensure rigorous expectations for student writing,	District team members, administrators, coaches, team leaders, and leadership team.	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding of learning goals and scales using student interviews and observations. Monitor teacher submitted lesson plans to look for evidence of standards/benchmarks and rigorous instructional activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Continue to implement data chats with students, support students with individual goals, and monitor student-led conferences. Monitor students' writing for consistent use of capitalization, punctuation, and complete sentences. Analysis of student writing using grade level rubrics.	CTEM Student interviews Administrators' observations Webb's Depth of Knowledge Walkthrough Form Team Lesson Plans Submitted in Angel Quarterly Writing Prompt Student Data Binders

		Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback. 1.1e 4th grade students will attend a Writer's Conference focused on the use of 6 Traits of Writing.			
2	1.2 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.	1.2a 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. 1.2b In all content areas when assessing student responses, check for proper capitalization of the first letter of each sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of interactive learning strategies and differentiated instruction. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor students' writing for consistent use of capitalization, punctuation, and complete sentences.	CTEM Administrators' observations Student Data Binders Check for 3 student checklist
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3a Teachers will utilize Reciprocal Teaching (RT) with informational text across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies.	District team members, administrators, coaches, team leaders, and leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of Reciprocal Teaching and the use of informational text across all content. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals.	CTEM Administrators' observations Team Lesson Plans Submitted in Angel Quarterly Writing Prompt 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:	Our goal for the 2012-2013 school year is to increase FAA Writing proficiency from 0% to 10%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%(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	Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	Teachers will provide explicit instruction in the use of text features focused on: writing conventions of spelling, punctuation and grammar.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webbs Depth of Knowledge	Grades K-6	Reading Coach, District Support	Teachers Grades K-6	Initial PL delivered in a faculty meeting and continued through monthly PLC meetings	Conduct walkthroughs and observations and provide specific feedback to teachers. Monitor teacher submitted lesson plans to look for evidence of use of Webbs Depth of Knowledge across all content. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals. Monitor grade level Professional Learning Community.	District team members, administrators, coaches, team leaders, and leadership team
Rubric Scored Writing	Grades K-6	Reading Coach, District Support	Teachers Grades K-6	Delivered through PLC meetings	Teachers will collaborate and analyze student writing by using grade level rubrics by exchanging student writing, scoring student writing, and monitoring accuracy of scoring.	District team members, administrators, coaches, team leaders, and leadership team
				Delivered through Professional	Monitor students' writing for consistent use of capitalization, punctuation, and complete sentences.	

| Check for 3 | Grades K-6 | Reading Coach, District Support, Administration | Teachers Grades K-6 | Learning during pre-inservice week

Delivered through team planning | Teachers will collaborate and analyze student writing by using grade level rubrics by exchanging student writing, scoring student writing, and monitoring accuracy of scoring. | Administrators, coaches, team leaders, and leadership team |

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: | Attendance at Village Oaks Elementary School as a whole, is very high. Average daily attendance rate in FY 2012 was 96%, however 20%(155) of students had excessive absences of 10 or more. |
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
20%(155)	20%(101)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

3%(19)   3%(15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack motivation to attend school on a daily basis.	1.1. Implementation of PBS interventions and rewards at all levels to address attendance. 1.1a Tier 1(Universal support) Recognition for perfect attendance at the classroom level. Classrooms will be recognized on a weekly and monthly basis for achieving perfect attendance.	1.1. Classroom Teacher Data Entry Administration	1.1. Monitoring of daily, weekly and monthly attendance rates for classrooms.	1.1. eSembler Attendance TERMS Reports
2	1.2. Parents do not understand the academic impact that absenses and tardies have on students.	1.2. Parent/Teacher/Administrator/Student conference to develop an attendance contract after 4 absences. 1.2A The RTI Leadership Team will review the Excessive Absenses Report on a weekly basis. 1.2B Weekly letters will will be generated and sent home for every 7 days that a student is absent, accompanied by the District's Attendance Policy. 1.2C Weekly Automated phone calls will be made in addition to the Attendance Letters.	1.2. Administration RtI Leadership Team	1.2. Daily attendance data monitoring for students with attendance contract.	1.2. TERMS data collected twice a month to see if student is adhering to the criteria of the contract and can return to universal monitoring procedures.
3	1.3 Students with behavioral or emotional concerns who are on a plan and being seen by the counselors, are not being tracked to ensure services are being provided with fidelity.	1.3 Establish an electronic check-in, check-out procedure through the front office.	1.3 Office Staff and Guidance Counselor	1.3 Reduction in the number of absenses and tardies.	1.3 Check-in, Check-out generated reports from 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
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 number of total suspensions at Village Oaks Elementary School was 125 for the FY 11-12. The total number of suspensions will decrease by 30%(87).
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
125	87
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10%(65)	30%(45)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0)	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0%(0)	0(0%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Faculty and staff are unable to problem solve why problem behaviors are occurring.	1.1.A Continue to implement Positive Behavior Support school wide with fidelity. 1.1.B Provide training during PLC's in regard to problem behaviors and re-directing with appropriate behaviors.	1.1. Guidance Counselors School Psychologist	1.1. Reduction in the number of office discipline referrals.	1.1. Monthly Student Pass.
2	1.2. Tier 2 and tier 3 behavior interventions being implemented too late.	1.2. Universal screening of problem behaviors after week 5 to identify students in need of Tier 2 or Tier 3 interventions	1.2. Classroom Teachers Guidance Counselors Administration	1.2. Reduction in the number of office discipline referrals.	1.2. Monthly Student Pass.
3	1.3 Students with behavioral or emotional concerns who are on a plan and being seen by the counselors, are not being tracked to ensure services are being provided with fidelity.	1.3 Establish an electronic check-in, check-out procedure through the front office.	1.3 Office Staff and Guidance Counselor	1.3 Reduction in the number of office discipline referrals.	1.3 Check-in, Check-out generated reports from 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
No Data Submitted						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents involved in school activities will increase from 50% to 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (276)	60% (358)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents lack understanding of how to support their child's education in all areas of the curriculum.	1.1. Grade level Curriculum Nights with translators available to share important subject area information. 1.1a Parent involvement activities to promote and increase in student achievement include, but are not limited to: *Partners in Print *Author's Tea *Family Media Nights *Monthly SAC meetings *Quarterly Achievement Awards *Quarterly School Newsletters *Cultural day celebrations (Native American Day, Black History Celebration, Cinco de Mayo and	1.1. Reading Coach Math/Science Coach Administration	1.1. Observation and review of completed homework with appropriate feedback 1.1a Increase in student achievement on quarterly assessments	Analysis of student data compared using quarterly assessments

		Haitian Flag Day) *Participation in Immokalee Christmas Lights parade *First Book *Family Literacy *Reading is Fundamental			
2	1.2 Parents lack the understanding of grade level expectations and the initiative of students setting goals for themselves and monitoring their progress.	1.2 Student led conferences with teacher and parents as active participants as students facilitate by sharing their goals and progress, as well as areas needing improvement. 1.2a The school will provide support with Standards-Based Progress Monitoring by inviting parents to multiple curriculum nights to receive instruction and materials.	1.2 Administration Reading Coach Math/Science Coach Classroom Teacher 1.2a Administration, Classroom Teacher, Parents, Students	1.2 Observation Review of Progress Monitoring/Data Collection 1.2a Student-Led Conferences	1.2 Student Portfolio, Parent sign-in sheets
3	1.3 Communication of school events	1.3 Weekly communication folders, messages on the marquee, Parent Link messages to parents, school newsletter, and VOE Activities calendar	Principal, Assistant Principal	Increase of parent participation at school events	Parent Sin-in sheets
4	1.4 A majority of the students have non-English speaking parents. They feel uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school.	1.4a. Provide all printed material in English, Spanish, and Creole. 1.4b Provide translation in Spanish and Creole at all parent functions, meetings, and trainings. 1.4c Utilize bilingual staff and students to assist parents in navigating around the school and for translations	Principal, Assistant Principal, bilingual tutors and assistants	Increase of parent participation at school events	Parent Sign-in sheets

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will implement mathematical practices imbedded in NGSSS and CCSS involving STEM thinking and processing skills and integrate these practices into all content areas.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Many teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into grade level content areas.	1.1a The Math/Science Coach will provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from district supervisors and building academic coaches. 1.1b The Math/Science Coach will meet with grade level teams to plan and effectively utilize district created curriculum maps to generate lessons that	District team members, administrators, coaches, team leaders, leadership team	Conduct walkthroughs and observations and provide specific feedback to teachers Check students' level of understanding of STEM activities using student interviews and observations Monitor IR Teacher lesson plans to look for evidence of STEM activities. Feedback and Professional Learning will follow based on individual teacher needs and	CTEM Student interviews Administrators' observations District created monitoring tools Team Lesson Plans Submitted in Angel

| 1 | | integrate the mathematical practices across the content areas.

1.1c
Teachers will utilize community and district resources to incorporate STEM thinking and processing skills into grade level content areas, by enhancing existing projects including, but not limited to:
* The VOE Teaching Garden
* Rookery Bay
* The Conservancy
* CREW
* Captain Conservation

1.1d
The IR Teacher incorporates lessons in grades 1-6, using the vernier sensor probes and the Logger Lite software.

1.1e.
The IR Teacher incorporates the LogoPaths and Shapes software from Pearson. | | grade level team goals

Incorporation of STEM lessons are monitored through Investigations Unit Assessments. | |
| 2 | | Be sure to include IR activities that support science and technology integration including vernier probes, etc. Ask the IR teacher for additional ideas. | | | |

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
					Conduct walkthroughs and observations and provide specific feedback to teachers	

Through PLC meetings, the Math/Science Coach will provide training in the 8 CCSS Standards for Mathematical Practice.	K-6	Math/Science Coach, Administration	school-wide grades K-6	Monthly	Check students' level of understanding of STEM activities using student interviews and observations Monitor teacher submitted lesson plans to look for evidence of STEM activities. Feedback and Professional Learning will follow based on individual teacher needs and grade level team goals	District team members, administrators, coaches, team leaders, leadership team
IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration.	K-6	District Coordinator	IR Teacher	Quarterly	Observation of learned best practices being implemented throughout IR lessons.	District team members, administrators, coaches, team leaders, leadership team
Educators will present and/or participate in the CCPS 2013 STEM conference.	K-6	District Coordinator	District-wide and school-wide participation	January 2013	Conduct observations and provide specific feedback to teachers participating in STEM conference	District team members, administrators, and coaches

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Any costs for field trips or guest teachers for IR teachers?			$5.00
			Subtotal: $5.00
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: $5.00

End of STEM Goal(s)

Additional Goal(s)

Community Involvement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Community Involvement Goal Community Involvement Goal #1:	Increase the number of community partnerships and the contribution of volunteered time and services, as well as donated materials, goods, and financial support by 10%.
2012 Current level:	2013 Expected level:
50% (276)	60% (358)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. There are a limited number of community resources available due to the population of the community. 1.1.B A high migrant population promotes a transient population. 1.1.B Many of our parents have limited basic skills in their home language, making it more difficult for them to become involved.	1.1.A Designate a school based facilitator who will gather a committee charged with the promotion of community partnerships. 1.1.B Conduct a Volunteer Orientation in the fall and assist parents as they complete on-line applications in the computer labs. 1.1.C Collaborate with the following business partners to assist with the identified barriers: The James Siesky Team The Eathan and Lily Herrera Foundation Laces of Love Catholic Charities Golden Gate and East Naples Fire Department	1.1 Principal, Assistant Principal, Community Partnership Facilitator, Community Partnership Committee	1.1. Observations of the increased number of community partnerships and the contribution of volunteered time and services, as well as donated materials, goods, and financial support	1.1. Sign-in Sheets 1.1.A Logged Volunteer Hours 1.1.B Donation Records

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						

Budget:

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

End of Community Involvement Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction for targeted and/or intensive students.	Title I Basic and/or Migrant funded resource teachers providing intervention to at-risk students.	Title I Basic/Migrant FSG	$192,717.00
CELLA	Provide differentiated supplemental instruction to second language learners.	The tutors funded by District as part of compliance with Meta Consent Decree of FL as well as the supplemental tutors funded by Title I Basic and Migrant.	District and/or Title I Basic and Migrant	$211,928.00
Mathematics	Provide small group math intervention for students not meeting math grade level standards.	Math Resource position for building the capacity of students in area of mathematics.	Title 1 Basic/ FSG	$41,984.00
STEM	Any costs for field trips or guest teachers for IR teachers?			$5.00
				Subtotal: $446,634.00

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

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide differentiated professional learning in the area of literacy for all grade levels.	Title I Basic FSG funds the Reading Coach position for building the capacity of teachers in area of literacy.	Title I Basic FSG	$72,618.39
Mathematics	Could Provide math support for new teachers using the Investigations curriculum.	Math Coach position for building the capacity of teachers in area of mathematics.	Title 1 Basic/ FSG	$51,621.00
				Subtotal: $124,239.39

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide differentiated instruction for on or above grade level students in Reading and Math.	After school initiative for increasing student achievement of students scoring a level 3, 4, or 5 in FCAT Reading and Math.	School's Title 1 Basic Allocation	$24,462.00
				Subtotal: $24,462.00
				Grand Total: $595,335.39

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌒ Priority	⌒ Focus	⌒ Prevent	⌒ NA

Are you a reward school: ⌒ Yes ⌒ No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Production Costs for the Student/Parent Handbook	$500.00
Reading Counts Goal trips and Activities	$1,000.00
Production Costs for Standards-Based Progress Reporting Grade-Level Standards Booklets in three languages for grades PK-6	$500.00

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

The School Advisory Council (SAC) meets each month for the purpose of assisting in the School Improvement processes including the development, review, and evaluation of the School Improvement Plan as well as the Parent Involvement Plan. The SAC is also charged with the annual review and revision of the Parent-School Compact, a signed pledge committing all stakeholders to the improvement of student achievement. SAC members are involved with students' ongoing formative assessment performance data, as well as the use of school improvement funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
VILLAGE OAKS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	49%	89%	26%	221	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	55%			111	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?	62% (YES)	70% (YES)			132	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District
VILLAGE OAKS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	61%	88%	30%	244	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	62%	59%			121	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?	60% (YES)	66% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					491	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested