FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GOLDEN GATE ELEMENTARY SCHOOL

District Name: Collier

Principal: Charles Frontz

SAC Chair: Ivette Fernandez

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

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)
Assis Principal	Melissa Stamper (Dean of Students)	Degrees: BS Elementary Education, University of Florida MS Elementary Education, University of Florida EdS Educational Leadership, University of Florida Florida Certification: Educational Leadership (All Levels) Elementary Education	1	2	Golden Gate Elementary 11-12: School Grade: C (up from a D) 70% Reading Learning gains 74% Math Learning gains

		(Grades K-6) Endorsements: English for Speakers of Other Languages Gifted			
Principal	Charles Frontz	Degrees: BA – Elementary Education, Bowling Green State University Master of Education – Educational Leadership, Nova Southeastern University Florida Certification: School Principals (All Levels) Educational Leadership (All Levels) Elementary Education (Grades 1-6) Endorsements: English for Speakers of Other Languages	1	18	Golden Gate Elementary 11-12: School Grade: C (up from a D) 70% Reading Learning gains 74% Math Learning gains Laurel Oak Elementary 10-11 School Grade A 09-10 School Grade A 08-09 School Grade A 07-08 School Grade A
Assis Principal	Lynda Walcott	Degrees: BS Elementary Education, Concordia University MS Educational Leadership, Nova Southeastern University Florida Certification: School Principals (All Levels) Educational Leadership (All Levels) Elementary Education (Grades K-6)	1	5	Golden Gate Elementary 11-12: School Grade: C (up from a D) 70% Reading Learning gains 74% Math Learning gains Village Oaks Elementary 10-11 School Grade C 09-10 School Grade C 08-09 School Grade C

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)
Math	Alyssa Ledbetter	BS Elementary Education, Spring Arbor University Certifications: Elementary Education K-8 Math 6-8 Science 6-8	6		Demonstrates a history of academic excellence and successful past experience with the student population at Golden Gate Elementary.

		Social Studies 6-8 Endorsement: ESOL			
Science	Kristine Woronowski	BS Elementary Education, Florida Gulf Coast University Certification: Elementary Education K-6 Endorsements: Gifted ESOL	1	2	Demonstrates a history of academic excellence and successful past experience with the student population at a school with similar demographics.
Reading	Stephen Gibbs	BA Elementary Education,Cedarville University Master's of Science in Education-Teaching English to Speakers of Other Languages, Nova Southeastern University Certifications: Primary Education PK-3 Elementary Education K-6 Endorsements: Reading ESOL		7	Demonstrates a history of academic excellence and successful past experience. Served as Reading Coach 2006 – 2008, Highlands Elementary. Highlands earned a school grade of "A" in 2007 and "B" in 2008. Served as Reading Coach at Eden Park 2008 – 2011. Eden Park earned a school grade of "F" in 2009 a"D" in 2010 and a "C" in 2011. Member of The School District Board of Collier County's Literacy Leadership Team of the Year in 2011.

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	Monthly meetings for new teachers with Principal	Principal	On-going	
2	Partnering new teachers with veteran staff	Principal	On-going	
3	Scheduling observations for new teachers of veteran teachers at school and other district schools.	Assistant Principal	On-going	
4	Interviews with highly-qualified applicants involving team leaders, Principal, Assistant Principal, and Leadership Team	Principal	On-going	
5	Professional Learning Community work focused on subject areas as well as areas of interest for further study.	Principal/Assistant Principal	On-going	
6	Addition of subject area coaches (reading, writing, math, and science) for modeling lessons and offering support for differentiated instruction	Subject Area Coaches	On-going	
7	Offer professional growth opportunities during Early Release days ie. Book Studies, technology training, Instructional strategies, etc.	Principal, Assistant Principal, Instructional Coaches, Teachers	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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
71	8.5%(6)	43.7%(31)	31.0%(22)	16.9%(12)	29.6%(21)	100.0%(71)	5.6%(4)	0.0%(0)	70.4%(50)

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
Stephen Gibbs	Deanna Mulhern(K)	Stephen Gibbs is an experienced elementary educator. He has received clinical training and has supported new teachers successfully in the past.	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team
Stephen Gibbs	Kathryn Schlottman (3)	Mr. Gibbs is an experienced elementary educator. He has received clinical training and has supported new teachers successfully in the past.	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team
Candace Johnson	Barb Hirst(4)	Mrs. Johnson is an experienced elementary educator. She has received clinical training and has supported new teachers successfully in the past.	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team
Candace Johnson	Tess Schumacher (4)	Mrs. Johnson is an experienced elementary educator. She has received clinical training and has supported	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team

		new teachers successfully in the past.	
Kristine Woronowski	Alyssa Ducatelli(5)	Mrs. Woronowski is an experienced elementary educator. She has received clinical training and has supported new teachers successfully in the past.	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team
Kristine Woronowski	Kelly Garrison (5)	Mrs. Woronowski is an experienced elementary educator. She has received clinical training and has supported new teachers successfully in the past.	Weekly meetings, data chats, ongoing data review and discussion, model lesson, instructional coaching, monthly meetings with administrative team

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

Title I, Part 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

N/A

Title II

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

Title III

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

Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title

I and district funding provides for after school tutorials for homeless students in non-title I schools.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Charles Frontz
APC: Lynda Walcott
Dean: Melissa Stamper
Pre-k Teacher-Jennifer Howell
Kindergarten Teacher-Cassie Wright
First Grade Teacher-Elaine Merriam
Second Grade Teacher-Nathalie Adam
Third Grade Teacher-Jennifer Scarafile
Fourth Grade Teacher-Carol Savage
Fifth Grade Teacher-Suzanne Pleskin
Related Arts-Jan Krasowski

Additional Support Faculty
ESE/MTSS Intervention Support Specialist-Jocelyn Badiu
Reading Coach/ELL Contact: Stephen Gibbs
Math Coach: Alyssa Ledbetter
Guidance: Candace Johnson and Cara Denny
School Psychologist: Alfreedia Solomon
Speech/Language Pathologist-Lorell Soto(when needed)

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

The MTSS Leadership Team collaborates with teachers and parents to ensure that student academic needs are met through differentiated instruction and a multi-tiered system of support. A laser like focus on formative and summative assessment data drives instructional decisions and determines the next level of support needed for students to be successful. The leadership team works to determine appropriate individual student goals, followed by regular progress monitoring to determine student progress toward these goals. Additionally, the team works to develop the capacity of teachers in implementing research based practices which align to student goals.

The leadership team meets with the professional learning communities to:
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 plc will identify needed professional development and resources, as well as more intensive support needed for student success. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The 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 School Leadership Team worked in conjunction with the MTSS team to create the school improvement plan (SIP). The team provided data on: instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

┌─ MTSS Implementation ─────────────────────────────────

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

Data Sources:
Tier 1-FAIR, Quarterly Benchmark Assessments, FCAT, Weekly Formative Assessments
Tier 2-Fluency Probes, Running Records,Formative Assessments specific to intervention
Tier 3-Leveled Literacy Intervention (LLI),Fluency Probes, Running Records,Formative Assessments specific to intervention

Data Management Systems:
Data Warehouse, a district program, is used to house multiple forms of student assessment information. It includes universal data as well as places to input formative and custom assessment progress monitoring data. Individual, small group, class and school-wide data can be accessed and graphed. Data can be graphed in a multitude of ways (bar, line pie, scatter plot) to

monitor student growth. Additionally, qualitative information is available. PLC notes and parent conferences can be recorded and accessed as needed.

TERMS, both a district and state data-base, is a repository of students' current and historic demographic and academic data. TERMS "talks" to Data Warehouse so that district student data are always current.

StudentPass, a district-developed program, tracks student attendance and discipline. Data are entered in StudentPass enabling reports on attendance, excessive tardiness, office discipline referrals, ISS and OSS.

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal-Charles Frontz
Reading Coach-Stephen Gibbs
Pre-K Teacher-Diana Winge
Kindergarten Teacher-Darlene Pellechia
1st grade Teacher-Kelsey Chiavari
2nd grade Teacher-Christine Ochs
3rd grade Teacher-Diane Carillo
4th grade Teacher-Jen Dixon
5th grade Teacher-John Kopfenstiener
Related Arts Teacher-Robert Cox
Media Specialist-Kelly Knapke

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

The LLT focuses on the incorporation of literacy throughout the school. Through a continued emphasis on strengthening all five components of the reading process: phonics, phonemic awareness, fluency, vocabulary, and comprehension, the students consistently receive direct instruction in reading that relates to more than simply comprehension. In addition, the LLT maintains direction in producing students who can effectively communicate through writing. The LLT provides professional learning communities with data regarding summative and formative assessments. Changes to instruction are driven by student data with a laser like focus on reaching individual academic goals.

The LLT:
Reviews universal screening data and uses this data to make informed instructional decisions; reviews 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 committee will identify needed professional development and resources, as well as additional support needed for student achievment. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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

*Increasing rigor in reading instruction by developing and implementing text dependent questions that require short and extended responses.

*Unpack and effectively implement Common Core State Standards in grades K & 1.

*Use Close Reading strategies to create cognitively complex reading tasks that require students to synthesize multiple texts.

*Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

*Increasing strategies that provide for opportunities for students to learn at higher levels of Webb's Depth of Knowledge, so that material may be understood at greater levels of cognitive complexity.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT 2.0 in reading will increase from 24% (80)) to 28% (111)
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (80)	28% (111)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. 1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Participate in a PLC Lesson Study to establish best practices for reading instruction. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating

			Administration Instructional Coaches	Utilize agreed upon, research-based effective teaching strategies.	Common Formative/summative assessments

| 2 | 2.Interactive Learning Strategies and Differentiated Instruction:

Lessons/activities are not appropriately differentiated to meet the needs of all learners. | 2a.Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM.

2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and Differentiated Instruction. Teachers will be accountable for implementing professional learnings.

2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. | Administration

Instructional Coaches | Utilize agreed upon, research-based effective teaching strategies.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly.

Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met. | Common Formative/summative assessments

CTEM

Students' notebooks/journals/exit

Tickets

PLC Notes

Student Data Chats

Quarterly Assessment Data – Disaggregated by item complexity rating |
| 3 | 3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies:

Students have inadequate opportunities for writing outside of language arts instruction. | 3a. Students will be accountable for writing short and extended responses a minimum of once each week in all subject areas. Writing rubrics with detailed expectations for response writing will be displayed and used.

3b. Reading coach will provide inservice on short and extended responses, anchor papers and writing rubrics during grade-level, department or course-alike PLCs.

3c. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete | Administration

Instructional Coaches | Utilize agreed upon, research-based effective teaching strategies.

Collect data using common formative assessments.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide short and extended response opportunities for | CTEM

Students' notebooks/journals/exit

Tickets

Lesson Plans

PLC Notes

Student-led conferences

Student Data Chats |

sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	students to integrate writing to explain their thinking. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT 2.0 in reading will increase from 17% (56) to 19% (75).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (56)	19% (75).

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS and are designed to enrich and differentiate instruction for students excelling in Reading. 1b. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Reading Coach	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Participate in a PLC Lesson Study to establish best practices for reading instruction. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in Differentiated Instruction and the Gradual Release Model of instruction. Teachers will be accountable for implementing	Administration Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Teachers will engage in literacy based conversations during PLCs that reflect upon effective reading and writing practices.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Student Data Chats Quarterly Assessment Data – Disaggregated by item complexity rating

			professional learnings. 2c. Teachers use of differentiated instructional strategies will be monitored through CTEM, particularly noting opportunities for enrichment for students excelling in Reading.		Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	
	3		3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all subject areas. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Instructional coaches will provide inservice on short and extended responses, anchor papers and writing rubrics during grade-level, department or course-alike PLCs. 3c. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Administration Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide short and extended response opportunities for students to integrate writing to explain their thinking. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	CTEM Students' notebooks/journals/exit Tickets Lesson Plans PLC Notes Student-led conferences Student Data Chats

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains on the 2013 FCAT 2.0 in reading will increase from 70% (147) to 73% (187).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (147)	73% (187)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating

			1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.		Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	
2		2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.	Administration Instructional Coaches	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Teachers will engage in literacy based conversations during PLCs that reflect upon effective reading and writing practices. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Student Data Chats Quarterly Assessment Data – Disaggregated by item complexity rating
		3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies:	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all subject areas. Writing	Administration Instructional Coaches	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level	CTEM Students' notebooks/journals/exit Tickets

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Students have inadequate opportunities for writing outside of language arts instruction.	rubrics with detailed expectations for response writing will be displayed and used. 3b. Instructional coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.		data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide short and extended response opportunities for students to integrate writing to explain their thinking. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	Lesson Plans PLC Notes Student-led conferences Student Data Chats

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in Lowest 25% making learning gains on the 2013 FCAT 2.0 in reading will increase from 70% (36) to 73% (47).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (36)	73% (47)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. 1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Instructional Coaches	Monitor Lesson Plans and provide feedback for teachers PLC Meetings focused on teachers planning for Higher Order Questions and Documenting PLC Notes in Data Warehouse Classroom Observations focused on Higher Order Questions CTEM- Using the teacher evaluation system to collect data on engaging students by using higher order questioning	CTEM Benchmark Tests FCAT 2.0 Common Assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Teachers will utilize the gradual release model (GRM) of instruction to meet the needs of students at differing learning levels. (Direct Instruction, Guided Practice, Collaborative and Guided Practice, Independent and Guided Practice). Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday	Administration Instructional Coaches	Monitor Lesson Plans and provide feedback for teachers PLC Meetings focused on teachers planning for Higher Order Questions and Documenting PLC Notes in Data Warehouse Classroom Observations focused on Higher Order Questions CTEM-Using the teacher evaluation system to collect data on engaging students by using higher order questioning	CTEM Benchmark Tests FCAT 2.0 Common Assessments

		classes, lesson study and/or coaching support in the Gradual Release Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. Reading coaches will provide inservice on short and extended responses and writing rubrics during grade-level, department or course-alike PLCs. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3d. Teachers will maintain student writing samples to demonstrate writing in the content. These will be available to observers upon request.	Administration Instructional Coaches	Utilize research-based effective teaching strategies. Incorporate writing across the content areas with response journals/ notebooking/ exit slips to improve both prompt writing and the writing process type writing. Provide feedback to students bi-weekly. Post and refer to exemplary student writing with anecdotal notes, emphasizing why the work has been posted. Collect response data using common assessments and comparing results to identify students that may require reteaching of key concepts/skills. Administration will monitor Lesson Plans and provide specific feedback to teachers. PLC Meeting and Notes will be maintained to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Classroom Observation and walkthroughs focused on differentiated instruction with specific feedback provided to teachers.	Writing exemplars Monthly Writing Prompts FCAT Writing 2.0 Common assessments CTEM PLC Meeting Notes Writing Data Chats

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	In six years the number of students that are not proficient will decrease by 50%.

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students achieving level 3 or higher on the 2013 FCAT 2.0 in reading in each ethnic subgroup will increase by a minimum of 3% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:52% (12) Black:46% (31) Hispanic:38% (87) American Indian:75% (3)	White:57% (10) Black:51% (39) Hispanic:44% (128) American Indian:78% (3)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lesson do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1a. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier. 1b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating Lesson Plans will be monitored for specific ELL strategies
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier. 2b. Teachers will provide specific ELL strategies to be used with students in their lesson	Administration Instructional Coaches	Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated	Common Formative and Summative assessments CTEM PLC Meeting Notes Data Chats Quarterly Assessment Data –Disaggregated by item complexity rating Lesson Plans will be monitored for specific ELL strategies

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			plans.		instructional strategies to remove the barrier.	
3		3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. 3b. Writing rubrics with detailed expectations for response writing will be displayed and used. 3c. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administration Instructional coaches ELL Contact	Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data bi-weekly.	Quarterly Assessment Data –Disaggregated by item complexity rating

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By the end of the 2012-2013 academic year, 36% of ELL students will make satisfactory progress in reading as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (51)	36% (71)

Problem-Solving Process to Increase Student Achievement

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1. Rigor Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 1b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration ELL Contact	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating Lesson Plans will be monitored for specific ELL strategies
		2.Interactive Learning Strategies and Differentiated	2a. Teacher will utilize multiple ELL strategies to meet the needs of	Administration ELL Contact	Meet with grade level data teams to analyze data from common	Common Formative/summative assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Instruction Lessons/activities are not appropriately differentiated to meet the needs of all learners.	second language learners, scaffolding support for meeting high expectations. 2b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.		assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup Lesson Plans will be monitored for specific ELL strategies
3	3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3b.Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration ELL Contact	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup Lesson Plans will be monitored for specific ELL strategies

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:	The percent of students with disabilities (SWD) will make satisfactory progress on the 2013 FCAT 2.0 in reading will increase from 12% (3) to 21% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (3)	21% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teacher will adapt classroom work to be consistent with IEP accomodations, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). 1b. Submit lesson plans to a central database (School Shared Drive and Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Administration INSS ESE and Classroom Teachers Instructional Coaches	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by subgroup
2	2.Interactive Learning Strategies and Differentiated Instruction Lessons/activities are not	2a. Review data related to IEP accomodations at PLC meetings to ensure differentiated instruction is effective.	Administration INSS ESE and Classroom	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust	Common Formative/summative assessments CTEM PLC Notes

		Teachers Instructional Coaches	instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Quarterly Assessment Data – Disaggregated by subgroup
3	3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Teacher will adapt classroom work to be consistent with IEP accomodations, working in small group or individually with students to support improved skill development across all content areas.	Administration INSS ESE and Classroom Teachers Instructional Coaches	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM PLC Notes Quarterly Assessment Data – Disaggregated by subgroup

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of economically disadvantaged students making satisfactory progress in reading on the 2013 FCAT 2.0 will increase from 39% (123) to 45% (171).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (123)	45% (171)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Reading Coach	Conduct ongoing progress monitoring on all students to determine growth	Quarterly Assessment Data – Disaggregated by item complexity rating

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
Progress Monitoring					Coaching Cycle	

Program	Grade	Responsible	Target	Timeline	Monitoring	Follow-up
and Reporting Network	K-5	Reading Coach	School-wide	Ongoing	PMRN	Reading Coach
Guided Reading	K-5	Reading Coach	School-wide	Ongoing	Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach Administration
Running Records	K-5	Reading Coach	School-wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach Administration
Literacy Centers	K-5	Reading Coach	School-wide	Ongoing	Coaching Cycle PMRN	Reading Coach Administration
Earobics	K-1	Reading Coach	K-1	August-October	Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach
CTEM: Marzano Instructional Framework	K-5	Administration	School-wide	Ongoing	Participation in Reading PLC CTEM Observations	Administration Reading Coach
Data Warehouse: Data Driven Instruction	K-5	Administration Academic Coaches	School-wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches
Student Led Conferences	K-5	Administration Academic Coaches	School-wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches
Intertextual Triads	3-5	Reading Coach	3-5	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach Administration
Florida Assessment for Instruction in Reading	K-5	Reading Coach	School-wide	August 20-October 15	Coaching Cycle PMRN	Reading Coach
Destination/Riverdeep	K-5	Reading Coach	School-wide	August-October	Coaching Cycle Coach Walkthroughs	Reading Coach
Ticket to Read	1-5	Reading Coach	1-5	August-October	Coaching Cycle Coach Walkthroughs	Reading Coach
					Participation in Reading PLC	

Strategy	Grade	Facilitator/Leader	Participants	Target Dates	Monitoring	Person Responsible for Monitoring
Marzano High Yield Strategies	K-5	Academic Coaches	School-wide	Ongoing	Coaching Cycle Coach Walkthroughs CTEM Observations	Academic Coaches Administration
Response to Intervention: Intervention Strategies	K-5	MTSS Academic Coaches	School-wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	MTSS Academic Coaches
SIOP	K-5	School District Personnel	School-wide	October 6, 13, 27	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches
Leveled Literacy Intervention	K-5	Reading Coach	ELL Resource Teachers	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach
Standards Based Instruction and Progress Reporting	K-3	Reading Coach	K-3	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach Administration
Florida Kindergarten Readiness Screener	K	Reading Coach	K	August 29	PMRN Data	Reading Coach
Picture Perfect: Science Close Reading Fiction/Non-Fiction	K-5	School District Personnel	School-wide	October PLC's	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches
Common Core State Standards	K-1	School District Personnel Academic Coaches	K-1	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Adminsitration Academic Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Instructional supplies to support student succes.	Additional support materials will be purchased to assist lowest quartile students. Materials could include books, notebooks, sentence strips, flash cards, index cards, markers, paper, ink, notebook rings and laminating film.	Title 1 Basic	$5,643.00
		Subtotal:	$5,643.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer based programs to support reading success.	Ticket to Read Scholastic Reading Counts	Title 1 Basic	$3,800.00
		Subtotal:	$3,800.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Reading Coach allocation to plan, organize, model, teach and support students and teachers in Reading	9111 Title 1 Basic	$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:	$9,443.00

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 FY 2013, the percentage of ELL students scoring proficient in listening/speaking will increase from 37% (112) to 41% (169) as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in listening/speaking:
37% (112) students are proficient in Listening/Speaking in grades K-5 at Golden Gate 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	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Provide targeted and scaffolded support for ELL learners by inclusion in small group support for Level 1 and 2 students as appropriate. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations for	Administration ELL Contact	Ongoing Progress Monitoring	Quarterly Assessments CELLA Formative Assessments

		participation in oral language opportunities.			

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 FY 2013, the percentage of ELL students scoring proficient in reading will increase from 20% (60) to 22% (90) as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in reading:

20% (60) students are proficient in Reading in grades K-5 at Golden Gate Elementary School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students 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.	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.	Administration Reading Coach ELL contact	Ongoing Progress Monitoring	Quarterly Assessment Data CELLA Formative Assessments

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 FY 2013, the percentage of ELL students scoring proficient in writing will increase from 20% (61) to 22% (90) as measured by spring CELLA scores.

2012 Current Percent of Students Proficient in writing:

20% (61) students are proficient in Writing in grades K-5 at Golden Gate 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	Students have not developed proficiency in editing and improving their own writing as a way to develop their thinking and use of appropriate vocabulary.	When assessing student responses in all content areas, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is in a complete sentence. Additionally, there will be a focus on revising	Administration ELL Contact	Ongoing Progress Monitoring	Quarterly Assessment Data CELLA Formative Assessments

		support and details to improve student writing.			
2	Students have limited opportunities for authentic conversations and evaluation of their own or others writing.	To develop strategic and extended thinking in regard to student writing, Teacher will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing.	Administration ELL Contact	Ongoing Progress Monitoring	Quarterly Assessment Data CELLA Formative Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ELL Tutors	Tutors provide reading and math support to meet the needs of ELL students	Title 1 Basic	$60,860.95
			Subtotal: $60,860.95
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: $60,860.95

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 2.0 in math will increase from 23% (75) to 27% (107).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (75)	27% (107)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. 1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.Teachers will utilize the Guided Inquiry Model (Launch, Explore, Summarize).Use of this model will be included in lesson plans and monitored through CTEM.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of	Common Formative/summative assessments CTEM Students' notebooks/journals/exit

2	2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Guided Inquiry Process and Differentiated Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.		meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	Tickets PLC Notes Student Data Chats Quarterly Assessment Data – Disaggregated by item complexity rating
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Students have inadequate opportunities for reading and writing in all content areas.	3a. Students will be provided opportunities to justify and explain their thinking to mathematical problems through writing.	Administration Math Coach	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson Plans CTEM

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring at or above level 4 on the 2013 FCAT 2.0 in math will increase from 17% (56) to 19% (75).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (56)	19% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS and are designed to enrich and differentiate instruction for students excelling in Math. 1b. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Math Coach	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating
	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.Teachers will use the utilize the Guided Inquiry Model (Launch, Explore, Summarize)Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5.	Administration Math Coach	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Utilize content area	CTEM Students' notebooks/journals/exit Tickets Lesson Plans PLC Notes Student-led conferences Student Data Chats

2		2c. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in Differentiated Instruction and the Guided Inquiry Model of instruction.Teachers will be accountable for implementing professional learnings. 2d. Teachers use of differentiated instructional strategies will be monitored through CTEM, particularly noting opportunities for enrichment for students excelling in Math.		coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met. Conduct walkthroughs and observations and provide specific feedback to teachers.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be provided opportunities to justify and explain their thinking to mathematical problems through writing. 3b. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administration Math Coach	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson Plans 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:

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains on the 2013 FCAT 2.0 in math will increase from 74% (150) to 77% (197).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (150)	77% (197)

<table>
<tr><td colspan="5" 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. Rigor:

Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</td>
<td>1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.

1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings.

1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.</td>
<td>Administration

Instructional Coaches</td>
<td>Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Analyze data to make instructional decisions and plans for staff development.

Utilize a variety of assessments.

Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.

Implement and provide feedback for cross-content area journals/notebooks/exit tickets.</td>
<td>Common Formative/summative assessments

CTEM

Students' notebooks/journals/exit Tickets

PLC Notes

Quarterly Assessment Data – Disaggregated by item complexity rating</td>
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<tr>
<td></td>
<td>2. Interactive Learning Strategies and Differentiated Instruction:

Lessons/activities are not appropriately differentiated to meet the needs of all learners.</td>
<td>2a.Teachers will utilize the Guided Inquiry (Launch, Explore, Summarize)Model of Instruction. Use of this model will be included in lesson plans and monitored through CTEM.

2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday</td>
<td>Administration

Math Coach</td>
<td>Utilize agreed upon, research-based effective teaching strategies.

Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data</td>
<td>Common Formative/summative assessments

CTEM

Students' notebooks/journals/exit Tickets

PLC Notes

Student Data Chats</td>
</tr>
</table>

		classes, lesson study and/or coaching support in the Guided Inquiry Model and in Differentiated Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.		monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	Quarterly Assessment Data – Disaggregated by item complexity rating
2					
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	Students will be provided opportunities to justify and explain their thinking to mathematical problems through writing.	Administration Math Coach	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson Plans 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:

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

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains on the 2013 FCAT 2.0 in math will increase from 77% (40) to 79% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (40)	79% (51)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. 1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Instructional Coaches	Monitor Lesson Plans and provide feedback for teachers PLC Meetings focused on teachers planning for Higher Order Questions and Documenting PLC Notes in Data Warehouse Classroom Observations focused on Higher Order Questions CTEM- Using the teacher evaluation system to collect data on engaging students by using higher order questioning	CTEM Benchmark Tests FCAT 2.0 Common Assessments
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Teachers will utilize the Guided Inquiry Model (Launch, Explore, Summarize).Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the Guided Inquiry Process and Differentiated Instruction. Teachers will be accountable for implementing professional learnings.	Administration Math Coach	Monitor Lesson Plans and provide feedback for teachers PLC Meetings focused on teachers planning for Higher Order Questions and Documenting PLC Notes in Data Warehouse Classroom Observations focused on Higher Order Questions CTEM-Using the teacher evaluation system to collect data on engaging students by using higher order questioning	CTEM Benchmark Tests FCAT 2.0 Common Assessments

		2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be provided opportunities to justify and explain their thinking to mathematical problems through writing. 3b. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administration Math Coach	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson Plans CTEM

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 the number of students that are not proficient will decrease 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:	The percent of students making satisfactory progress in math on the 2013 FCAT 2.0 in each ethnic subgroup will increase by a minimum of 6% of the percentage not currently proficient. (See individual subgroups for specific current and expected percentages.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:35% (8) Black:40% (27) Hispanic:40% (92) American Indian:25% (1)	White:42% (7) Black:46% (35) Hispanic:46% (134) American Indian:33% (1)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Rigor: Lesson do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1a. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data	Common Formative/summative assessments CTEM Students' notebooks/journals/exit

1		identify appropriate differentiated instructional strategies to remove the barrier. 1b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.		monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development.	Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating Lesson Plans will be monitored for specific ELL strategies
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier. 2b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration Instructional Coaches	Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Common Formative and Summative assessments CTEM PLC Meeting Notes Data Chats Quarterly Assessment Data –Disaggregated by item complexity rating Lesson Plans will be monitored for specific ELL strategies

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By the end of the 2012-2013 academic year, 37% of ELL students will make satisfactory progress in math on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (52)	37% (73)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 1b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration ELL Contact	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating

					Lesson Plans will be monitored for specific ELL strategies
2	2.Interactive Learning Strategies and Differentiated Instruction Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 2b. Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration ELL Contact	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup Lesson Plans will be monitored for specific ELL strategies
3	3.Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3b.Teachers will provide specific ELL strategies to be used with students in their lesson plans.	Administration ELL Contact	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating and ELL subgroup Lesson Plans will be monitored for specific ELL strategies

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:	The percent of students with disabilities (SWD) making satisfactory progress on the 2013 FCAT 2.0 in math will increase from 12% (3) to 21% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (3)	21% (8)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Rigor Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teacher will adapt classroom work to be consistent with IEP accomodations, working in small group or individually with students to support improved math skills (differentiated materials/instruction). 1b. Teachers will utilize the intervention, practice, and extension activities from the Investigations Differentiation and Intervention Guide in grades 1-5. 1c. Submit lesson plans to a central database (School Shared Drive and Angel)	Administration INSS ESE and Classroom Teachers Instructional Coaches	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by subgroup

			to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			
2	2.Interactive Learning Strategies and Differentiated Instruction Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a. Review data related to IEP accomodations at PLC meetings to ensure differentiated instruction is effective.	Administration INSS ESE and Classroom Teachers Instructional Coaches	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by subgroup
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Teacher will adapt classroom work to be consistent with IEP accomodations, working in small group or individually with students to support improved skill development across all content areas.	Administration INSS ESE and Classroom Teachers Instructional Coaches	Meet with grade level data teams to analyze ongoing progress monitoring data to determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	Common Formative/summative assessments CTEM PLC Notes Quarterly Assessment Data – Disaggregated by subgroup

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of economically disadvantaged students making satisfactory progress on the 2013 FCAT 2.0 in math will increase from 39% (122) to 45% (171).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (122)	45% (171)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Reading Coach	Conduct ongoing progress monitoring on all students to determine growth	Quarterly Assessment Data – Disaggregated by item complexity rating

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
Improving Core Instruction	K-5	Alyssa Ledbetter	Grade Level Teachers	Weekly PLC's, Early Release Day	Participation in Math PLC's, CTEM Observations	Math Coach, Administration
DifferentiatedInstru in Math	K-5	Alyssa Ledbetter	Grade Level Teachers	Weekly PLC's, Early Release Day	Participation in Math PLC's, CTEM Observations	Math Coach, Administration
Expanding Math Notebooking	K-5	Alyssa Ledbetter	Grade Level Teachers	Weekly PLC's, Early Release	Participation in Math PLC's, CTEM Observations	Math Coach, Administration
The use of the coaching cycle with new teachers and teachers working toward improving math instruction	K-5	Alyssa Ledbetter	Grade Level Teachers	Planning Meetings, and differentiated coaching cycle periods	CTEM Observations, Coach Walkthroughs	Math Coach, Administration
Unpacking standards and reviewing item specifications during Math PLC's	K-5	Alyssa Ledbetter	Grade Level Teachers	Weekly PLC's, Planning sessions	CTEM Observations, Monitoring of Lesson Plans Participation in Math PLC's	Math Coach, Administration
Effective use of Learning Scales	K-5	Alyssa Ledbetter	Grade Level Teachers	Weekly PLC's, Early Release Day	CTEM Observations, Participation in PLC's	Math Coach, Administration
Improving Co-Teaching in Math (ELL & ESE)	K-5	Alyssa Ledbetter	ESE Teachers, ELL Teachers, Classroom Co-Teachers	Co-Teaching Committee Dates, Weekly PLC's, Planning Time	CTEM Observations, Participation in PLC's	Math Coach, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer based programs to support math fluency.	Timez Attack to support and develop number sense	Title 1 Basic	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach allocation to plan, organize, model, teach and support students and teachers in Math	Math coach	Title 1 Basic	$53,167.56
			Subtotal: $53,167.56
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

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 2.0 in science will increase from 20% (20) to 26% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (20)	26% (33)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilizing higher order questions. Teachers will be accountable for implementing professional learnings. 1c. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Administration Instructional Coaches	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Common Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating
	2. Interactive Learning Strategies	2a.Teachers will utilize the 5 E Model	Administration	Meet with grade level data teams to analyze	Common Formative/summative

	#					
	2	and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	(Engage, Explore, Explain, Extend, and Evaluate).Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support with the 5 E Model and Differentiated Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teacher use of differentiated instructional strategies will be monitored through CTEM, particularly in the area of expectations and support for low-expectancy students. 2d. Teachers will use the Discovery Education assignment builder to differentiate lessons.	Instructional Coaches	data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Student Data Chats Quarterly Assessment Data – Disaggregated by item complexity rating
	3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used. 3b. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 3c. Teachers will utilize the Discovery Education Brief Constructed Responses and/or Writing prompts as a means of demonstrating	Administration Instructional Coaches	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide short and extended response opportunities for students to integrate writing to explain their thinking. Utilize content area coaches and the	CTEM Students' notebooks/journals/exit Tickets Lesson Plans PLC Notes Student-led conferences Student Data Chats

			coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	
knowledge.				

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring at or above level 4 on the 2013 FCAT 2.0 in science will increase from 7%(7) to 8% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (7)	8% (10)

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Rigor:	1a. Teachers will plan	Administration	Meet with grade level	Common

1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS and are designed to enrich and differentiate instruction for students excelling in Science. 1b. During classroom observations administrators will determine whether higher order questions are part of lesson plan and interview 1-3 students to determine expectations for answering questions.	Science Coach	data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Analyze data to make instructional decisions and plans for staff development. Utilize a variety of assessments. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Formative/summative assessments CTEM Students' notebooks/journals/exit Tickets PLC Notes Quarterly Assessment Data – Disaggregated by item complexity rating
2	2. Interactive Learning Strategies and Differentiated Instruction: Lessons/activities are not appropriately differentiated to meet the needs of all learners.	2a.Teachers will utilize the 5E (Engage, Explore, Explain, Extend, and Evaluate) Instructional Model. Use of this model will be included in lesson plans and monitored through CTEM. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in Differentiated Instruction and the 5 E (Engage, Explore, Explain, Extend, and Evaluate)Model of Instruction. Teachers will be accountable for implementing professional learnings. 2c. Teachers use of differentiated instructional strategies will be monitored through CTEM, particularly noting opportunities	Administration Science Coach	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine	CTEM Students' notebooks/journals/exit Tickets Lesson Plans PLC Notes Student-led conferences Student Data Chats

		for enrichment for students excelling in Science.		if their goal has been met. Conduct walkthroughs and observations and provide specific feedback to teachers.	
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Students have inadequate opportunities for writing outside of language arts instruction.	3a. Students will be accountable for writing short and extended responses a minimum of once each week. Rubrics with detailed expectations for response writing will be displayed and used. 3b. When assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.	Administration Science Coach	Utilize agreed upon, research-based effective teaching strategies. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide short and extended response opportunities for students to integrate writing to explain their thinking. Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	CTEM Students' notebooks/journals/exit Tickets Lesson Plans PLC Notes Student-led conferences Student Data Chats

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Picture Perfect Science and Reading Integration	K-5	School District Personnel	K-5	October PLC's	Classroom Observations PLC Meeting Notes	Administration Academic Coaches
Webb's Depth of Knowledge	K-5	Science Coach Leadership Team	K-5	Ongoing	Classroom observations PLC Meeting Notes	Administration Academic Coaches
Common Core	K-5	Science Coach Leadership Team	K-5	Ongoing	Classroom Observations	Administration Academic Coaches
Notebooking	K-5	Academic Coaches	K-5	Ongoing	Classroom Observations PLC Meeting Notes	Administration Academic Coaches
5E Lesson Planning	K-5	Science Coach	K-5	PLC's	Classroom Observations PLC Meeting Notes	Administration Academic Coaches

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

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Science Coach allocation to plan, organize, model, teach and support students and teachers in Science	.5 Science Coach	9111 Title 1 Basic	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the 2012-2013 academic year, 77% (99)of students will score a 3 or higher in writing on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (80)	77% (99)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	1a. 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 1b. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence 1c. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with	Administration Reading Coach	CTEM Observation Checklists	Quarterly Writing Prompts

	opportunity for and focus on revision based on teacher feedback

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writers' Workshop	K-5	Reading Coach	School-Wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Reading Coach
FCAT Writes Scoring	4th Grade	School District Reading Coach	4th Grade	October	Writing Assessment Scoring Data	Reading Coach
Collier Writes Scoring	2,3,5	Reading Coach	2,3,5	February	Writing Assessment Scoring Data	Reading Coach
Readers' Response	K-5	Reading Coach	School-Wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches
					Participation in Reading PLC	

Strategy	Grade	Resource	Audience	Timeline	Monitoring	Person Responsible
Writing Rubrics	K-5	Reading Coach	School-Wide	Ongoing	Coaching Cycle Coach Walkthroughs CTEM Observations	Reading Coach
PARCC	5th Grade	School District Personnel Reading Coach	5th Grade	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Reading Coach
Six Traits	3-5	Reading Coach	3-5	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Reading Coach
Wee Can Write	K	Reading Coach	K	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Reading Coach
Trait Crates	1-2	Reading Coach	1-2	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Reading Coach
Writing Across Content Areas	K-5	Academic Coaches	School-Wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administraion Academic Coaches
Notebooking/Writing Portfolios	K-5	Academic Coaches	School-Wide	Ongoing	Participation in Reading PLC Coaching Cycle Coach Walkthroughs CTEM Observations	Administration Academic Coaches

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:	The average daily attendance rate for the FY 12-13 will increase to 98%.
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)
25% (238)	15% (132)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10% (82)	5% (44)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often fail to recognize the importance of regularly attending school.	Closely monitor student tardies and absences via Student Pass PBS Recognition of students with zero or improved attendance	Administration, School Counselors, Teachers	Decreased absences evident in Student Pass data.	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
Building Collaborative Relationships with Families	K-5	Melissa Stamper	Grade Level Teachers	Early Release Day	Monitoring the Number of Data Warehouse Parent Conferences entered	Administration

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:	For the FY 12-13, the number of in-school suspension days assigned and the percentage of students receiving in-school suspension will be decreased by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
25	20
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

3% (21)	1%(9)
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	Inconsistent implementation of classroom PBS	Expand and refine classroom Positive Behavior Support to better meet the needs of students. Incorporate additional behavioral interventions and focus on incorporating Love and Logic Strategies in behavior management plans. Provide positive referrals and other incentives to recognize appropriate behavior.	Administration PBS Committee	The PBS committee will review discipline data monthly through Student Pass to determine effectiveness and make changes for improvement.	Student Pass PBS documents

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
School Wide PBS Interventions	K-5	Melissa Stamper	Grade Level Teachers	Early Release Day	Monthly monitoring of discipline data	Melissa Stamper, Dean
Love and Logic training	K-5	Melissa Stamper	Grade Level Teachers, Non-Instructional Staff	Early Release Day	Monthly monitoring of discipline data	Melissa Stamper, Dean

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.*	Please see attached PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
x	x

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	The CCSS for Mathematical Practice involving STEM thinking and processing skills will be integrated into all content areas on a daily basis (as applicable).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have not been trained and may be uncomfortable integrating STEM thinking and processing skills into their content.	Provide training in the 8 CCSS Standards for Mathematical Practice with follow-up support from building academic coaches	Administration Instructional Coaches	Classroom Observations CTEM	PLC minutes MIP log sheets

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
Educators will present and/or participate in the CCPS 2013 STEM Conference	K-5	Various CCPS educators and community presenters	All teachers K-5	January 2013	Administration will monitor implementation of technology across curriculum during walkthroughs and observations using iObservation.	Administration
Instructional Resource (IR) Teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration	K-5	District Technology Coordinators	Instructional Resource Teacher	Quarterly District Meetings	CTEM observations and walkthroughs with feedback provided to teachers.	Administration Instructional Coaches

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Community Partnerships-Refer to PIP 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 Partnerships-Refer to PIP Goal Community Partnerships-Refer to PIP Goal #1:	SEE ATTACHED PIP
2012 Current level:	2013 Expected level:
X	X
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional supplies to support student succes.	Additional support materials will be purchased to assist lowest quartile students. Materials could include books, notebooks, sentence strips, flash cards, index cards, markers, paper, ink, notebook rings and laminating film.	Title 1 Basic	$5,643.00
CELLA	ELL Tutors	Tutors provide reading and math support to meet the needs of ELL students	Title 1 Basic	$60,860.95
				Subtotal: $66,503.95

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer based programs to support reading success.	Ticket to Read Scholastic Reading Counts	Title 1 Basic	$3,800.00
Mathematics	Computer based programs to support math fluency.	Timez Attack to support and develop number sense	Title 1 Basic	$2,000.00
				Subtotal: $5,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Reading Coach allocation to plan, organize, model, teach and support students and teachers in Reading	9111 Title 1 Basic	$0.00
Mathematics	Math Coach allocation to plan, organize, model, teach and support students and teachers in Math	Math coach	Title 1 Basic	$53,167.56
				Subtotal: $53,167.56

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Coach allocation to plan, organize, model, teach and support students and teachers in Science	.5 Science Coach	9111 Title 1 Basic	$0.00
				Subtotal: $0.00
				Grand Total: $125,471.51

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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
There are no projected expenditures due to lack of School Advisory Council funding at this time.	$0.00

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

Sharing of Title I information
Obtain input for SIP
Monitor progress of SIP implementation
Share/Discuss student progress monitoring data
Updates on PBS implementation
Input for SAC and school budgets
Discussion of Parent Involvement opportunities

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
GOLDEN GATE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	48%	59%	28%	193	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	57%	45%			102	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?	53% (YES)	62% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					410	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Collier School District
GOLDEN GATE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	49%	74%	28%	212	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	79% (YES)			144	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					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested