FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIKE DAVIS ELEMENTARY SCHOOL

District Name: Collier

Principal: Melanie Fike

SAC Chair: Michelle Rodriguez/Fran White

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Melanie Fike	MS in Leadership in Educational Administration, Capella University BS in Education, State University of NY College at Fredonia State of Florida Certification in: School Principal, Educational Leadership and Elementary Education (K-6)		4	According to statute, the Superintendent has the authority to strategically place administrators within the school district. Mike Davis Elementary 2011-2012 – "A"
Assis Principal	Meghan Leiti	MS in Educational Leadership BS in Elementary Education	3	4	According to statute, the Superintendent has the authority to strategically place administrators within the school district. Mike Davis Elementary 2011-2012 – "A"

		ELL Endorsement			

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Frances White	BS: Speech Pathology/ Audiology Master of Education: Reading Certification: Reading K-12,Pre-K to 3,ESE K-12 Endorsements: ESOL	4	6	Manatee Elementary 2007/2008–A Mike Davis Elementary 2008/2009-B Mike Davis Elementary 2009/2010-C Mike Davis Elementary 2010/2011-A Mike Davis Elementary 2011/2012-A
Math/Science	Michelle Rodriguez	BS: Math Education Certification: k-6 Endorsements: ESOL, Gifted 2013	1		Vineyards Elementary 2008/2009 - A Vineyards Elementary 2009/2010 - B Vineyards Elementary 2010/2011- A Mike Davis Elementary 2011-2012 A Math Gains 2011/2012 - 100%

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	School District of Collier County Job Fair	Robert Spano	March 2012	
2	School District of Collier County Vacancy List	Melanie Fike	On going	
3	District Mentor Program Partnering new teachers with a veteran teacher	Melanie Fike	June 2012	
4	Professional Development	District Melanie Fike	Continuous	
5	Observations Class Room Walk Throughs	Principal Asst. Principal	Continuous	
6	Professional Learning Communities	Leadership Team & Instructional Teams	Bi-monthly throughout the school year	

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
70	5.7%(4)	25.7%(18)	48.6%(34)	18.6%(13)	34.3%(24)	74.3%(52)	11.4%(8)	4.3%(3)	62.9%(44)

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
Michelle Rodriguez	Anna Winkle	Ms. Winkle is a new teacher to Collier County and will both be departmentalized in math. Mrs. Rodriguez is the math coach and veteran teacher whose students continuously show excellent progress.	The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success.
Michelle Rodriguez	Emily Peed	Ms. Peed is a new teacher to Collier County and will both be departmentalized in math. Mrs. Rodriguez is the math coach and veteran teacher whose students continuously show excellent progress.	The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success.
Aimee Ellbeg	Ashlyn Farrar	Ms. Farrar is a new teacher to Collier County. Ms. Ellbeg is a veteran teacher and team leader whose students continuously	The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the

		show excellent progress.	district mentor meetings designed to ensure the new teachers success.
Francis White	Jennifer Sartorio	Ms. Sartorio is a new teacher to Collier County. Mrs. White is the reading coach and veteran teacher whose students continuously show excellent progress.	The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success.
Dave Ware	Adam Winkle	Mr. Winkle is a new teacher to Collier County who will be teaching science. Mr. Ware is a veteran teacher who is very strong in science and students continuously show excellent progress.	The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success
Jeannette Brown	Mary Sundall	Mrs. Sundall is a new teacher to Collier County. Mrs. Brown will be her reading partner as they are departmentalizing and she continually shows excellent progress. The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers.	The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success
		Mr. Troyanowski is a new teachers to Collier County. Mrs. Snyder is a veteran teacher whose	

Louise Snyder	Matthew Troyanowski	students continuously show excellent progress. The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers.	The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success.
Amy Root	Melissa Alamo	Ms. Alamo is a new teacher to Collier County who will be teaching reading. Ms. Root is a veteran teacher who is also departmentalized in reading and students continuously show excellent progress.	The mentor and mentee will meet weekly for planning meetings. The Mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. Additionally, both teachers will attend the district mentor meetings designed to ensure the new teachers success.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

• District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

Title I, Part C- Migrant

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

Title I, Part D

Title II

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

Title III

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

Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies,

shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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, as well as the OrganWise program through the University of Florida.

Housing Programs

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

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

Head Start

The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

Adult Education

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.

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: Provides a common vision for the use of data-based decision-making; verbalizes support of the MTSS process; ensures that MTSS is being implemented with fidelity; conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation; allows scheduling that supports common team planning and implementation of interventions; monitors curriculum, instruction, and assessment; ensures adequate professional development to support MTSS implementation; communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support and provide assistance/resources to teams as needed;

Instructional Team Leaders: Analyzes and provides information about Core instruction; participates in student data collection; delivers Tier I instruction and intervention; leads team in developing Tier II intervention strategies and schedule; integrates Tier I materials/instruction into Tier II activities.

Intervention Support Specialist: Facilitates all school procedures, training and activities regarding student academic achievement and student intervention and provides early intervening services for students in targeted area(s) of deficiency. Serves as building level Intervention Support Specialist to oversee the problem-solving process and ensure integrity and fidelity of the implementation process; attends district MTSS meetings.

Exceptional Student Education Teachers: Participates in student data collection; integrates core instructional activities into Tier II and III instruction; collaborates with general education teachers through co-teaching models; attends MTSS meetings when students with disabilities are involved; provides support for the development and implementation of ESE interventions.

Reading Coach: Develops, leads, and evaluates CORE programs; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Math Coach: Develops, leads, and evaluates CORE programs; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provides interventions to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social needs; regularly attends RTI meetings.

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

The MTSS Leadership Team will meet twice per month to monitor school-wide student progress.
The team will engage in the following activities:
1. Review universal screening data and relate to instructional decisions;
2. Review progress monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team monitors how these students are being serviced;
3. Identify/review professional development and resources needed;
4. Facilitate the process of building consensus amongst staff;
5. Each team member participate in grade-level monthly data/PLC meetings in which team members collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

In addition, the team meets as needs dictate to monitor data collection for students for whom interventions have been created. Interventions may be refined and/or revised at this time.

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

The MTSS Leadership Team met with the School Leadership Team and SAC members to help develop the school improvement plan (SIP). The team provided data on: instructional targets; academic and social/emotional areas that needed to be addressed. The team helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.
The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

┌─ MTSS Implementation ─

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

Tier I
Reading-FAIR data from PMRN; Benchmark test data
Math-District benchmark tests from district data warehouse;
Science-District benchmark tests from district data warehouse;
Writing-Baseline, monthly prompts and district benchmark prompts
Behavior-Referral data from Student Pass (district database): Check-in / Check-out data

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

Describe the plan to train staff on MTSS.

The district training has incorporated a multi-tiered approach to staff development in the area of MTSS. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12) completed an intensive 4 day training on RtI principles and consensus building. The PLC team leaders and key leadership personnel are charged with the responsibility to move MTSS practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator through monthly on site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District MTSS/PBS Coordinator will provide monthly follow-up trainings with Intervention Support Specialist. Finally, mini workshops on MTSS-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for MTSS related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. Also, the district has required all instructional personnel (PK-12) to complete MTSS training within the first two years of employment using the Direct Steps online training tool. Each staff member will be required to complete 3 courses.

Describe the plan to support MTSS.

The MTSS Leadership Team will work closely with the Instructional staff to ensure that assessment/behavior data is analyzed regularly to provide support to students needing intervention. Professional development and classroom support will occur

when areas of need are determined.

PLCs meet twice a month with teams to discuss MTSS implementation at their grade level. The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources. Teachers will have access to courses in ANGEL that will provide professional development on RtI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Melanie Fike(Principal), Meghan Leiti (Asst. Principal), Frances White (Reading Coach), Abby Fuller(Intervention Specialist),Christina Elliot (ESE Team Leader), Lucia Garcia (ELL Team Leader), Andrea Martin (Title I Reading Resource), Erin Boyd (Media Specialist).

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

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 Literacy Leadership Team meets on a quarterly basis to review data and report progress of yearly goals. The reading coach presents reading data (i.e. FAIR, Weekly assessments, Progress monitoring)to the committee. Data is disaggregated then analyzed for identifying at-risk students. The team strategizes for appropriate interventions and enrichment.

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

The major initiatives of the Literacy Leadership Team this year are to support the strengthening of core instruction by providing leadership in the use of rigorous instruction, relevant engaging lessons, and building reading stamina. Support for the initiatives will be given through:
1. Enhancement of the Daily 5 structure to enhance independent reading and reading strategies.
2. The addition of reciprocal teaching methods to provide relevant strategies.
3. Continued emphasis on finding individual instructional and independent reading levels
4. Promote stronger correlation between reading and writing process through Writers in Control workshop
5. Incorporation of more non-fiction text included in instruction

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

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

kindergarten for the students.

FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The number of students achieving proficiency (FCAT Level 3) in reading will increase from 22%(73) to at least 26%(107)
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (73)	26% (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	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes

		learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.			
3	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking	Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards	Identify clear collaborative grouping strategies and expectations that hold individuals within groups accountable for specific tasks/talk/written responses. Level 3 students should easily move to independent practice when groups have followed a specific structure, enabling individuals to successfully demonstrate mastery of the specific benchmark.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
5	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
6	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support in the use of the close reading	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans Progress Monitoring Plans PLC Meeting Notes

model and intertextual triads. Teachers will be accountable for implementing professional learnings. Teachers' use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 16%(53) to at least 18%(74)
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(53)	18%(74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans

					Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
3	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will develop higher order questions that are text dependent and require students to utilize close reading and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	During independent practice, ask learners to develop higher order questions to be used to lead a Socratic seminar based on the text. Over time, give all L 4&5 learners opportunities to lead the class in a Socratic discussion using the questions they've developed.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
	Informational text across all content to teach reading and writing skills: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and	Teachers will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Principal Assistant Principal Reading Coach Math/Science Coach Media Specialist	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common

5	comprehension strategies.			Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to support mastery of grade-level benchmarks. | Summative assessments CTEM Administrators' observations Lesson Plans |
| 6 | Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies | Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.

Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings.

Teachers' use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. | Principal Assistant Principal Math/Science Coach Reading Coach | Utilize agreed upon, research-based effective teaching strategies.

Collect data using common formative assessments.

Conduct walkthroughs and observations and provide specific feedback to teachers.

Provide tiered interventions to support mastery of grade-level benchmarks. | Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans Progress Monitoring Plans PLC Meeting Notes |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading will increase from 77%(137) to at least 79%(209).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(137)	79%(209)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow	Maintain high expectations for all students to appropriately respond to higher order questions, providing	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs	CTEM Administrators' observations Webb's Depth of

3	an appropriate level of rigor for each standard/benchmark.	scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.		and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	Knowledge and C & I Lesson Plans Student Data Chats
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
5	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
6	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. Teachers' use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans Progress Monitoring Plans PLC Meeting Notes

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

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:

<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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains in reading will increase from 85%(40) to at least 87%(57)
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(40)	87%(57)

<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: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned	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	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans

2	to the standards.	prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.			Student Data Chats PLC Meeting Notes
3	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
5	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments

6	strategies	analytic and evaluative thinking and comprehension strategies. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. Teachers' use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.		provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	CTEM Administrators' observations Lesson Plans Progress Monitoring Plans PLC Meeting Notes

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	50%	55%	60%	65%	

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 as measured by FCAT reading in each ethnic subroup will increase from White 54%(14) to 59%(17) Black 38%(41) to 44%(52) Hispanic 35%(68) to 42%(109)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 54%(14) Black 38%(41) Hispanic 35%(68)	White 59%(17) Black 44%(52) Hispanic 42%(109)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data

1		Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.			Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

5C. English Language Learners (ELL) not making

satisfactory progress in reading.

Reading Goal #5C:

The number of English Language Learners (ELL) achieving proficiency (FCAT Level 3) in reading will increase from 24% (37) to at least 32%(59)

2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(37)	32%(59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will utilize	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

| | multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. | | benchmarks. | |

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 number of Students with Disabilities (SWD) achieving proficiency (FCAT Level 3) in reading will increase from 16% (9) to 24%(16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(9)	24%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will accommodate/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) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will accommodate/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) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using	Common Formative assessments (e.g., running records with retelling,

3	infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	evaluative thinking and comprehension strategies. Teachers will accommodate/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) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.		common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged achieving level 3 or higher FCAT will increase from 36%(117) to at 42% (165).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(117)	42%(165)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats

2		of these in weekly lesson plans. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.		support and guidance to teachers.	
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans Progress Monitoring Plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching	All Grade Levels	Reading Coach	All Instructional Personnel	PLC Meetings Early Release Day Professional Development	On-going throughout the year	Reading Coach, Literacy Leadership Team
Kagen Cooperative Learning Strategies	All Grade Levels	Reading Coach Principal	All Instructional Personnel	PLC Meetings Early Release Day Professional Development	On-going throughout year observed through classroom observations	Principal, Reading Coach
Leveled Literacy Intervention	All Grade Levels	Reading Coach	All Instructional Personnel	Before school in-service training	On-going throughout the year	Reading Coach, Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tier 2 and 3 reading interventions for struggling readers K-5	Reading Resource Teacher	Title I Basic funds	$43,304.00
			Subtotal: $43,304.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extra reading support to students.	Ticket to Read Program	Community Donation	$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Reading support for all staff.	Reading Coach	Title 1 Basic funds	$52,937.82
			Subtotal: $52,937.82
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide transportation for the afterschool program.	Three busses to transport 150 students who qualify for the afterschool program by being in the lowest quartile in reading and/or math in grades 3-5.	Title 1 Basic Funds	$4,000.00
Provide funding for a fifth grade field trip to FGCU.	MDE students have little exposure to colleges. This trip will provide college exposure to our students.	Title 1 Basic Funds	$500.00
Provide a lead teacher for the afterschool program.	Teacher will coordinate the afterschool program.	Title 1 Basic Funds	$4,000.00
Provide Teachers for the afterschool program.	Six teachers will work with 150 students identified in the lowest quartile students in reading and math in grades 3-5.	Title 1 Basic Funds	$18,000.00
Provide tutors for the afterschool program.	Three tutors will assist teachers in grades 3-5 with the afterschool program.	Title 1 Basic Funds	$6,000.00
			Subtotal: $32,500.00
			Grand Total: $131,741.82

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:	The number of students achieving proficiency in listening/speaking skills will increase from 36% (109) to at least 40%(125)
2012 Current Percent of Students Proficient in listening/speaking:	
36% (109)	
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language	Provide scaffolded support for ELL learners by inclusion in small group support for L 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 participation in oral language opportunities.	Principal Assistant Principal ELL Instructors Reading Coach Math/Science Coach	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.	CTEM Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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:	The number of students achieving proficiency in reading skills will increase from 25% (77) to at least 28% (88)

2012 Current Percent of Students Proficient in reading:

25% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language	Provide scaffolded support for ELL learners by inclusion in small group support for L 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 participation in oral language opportunities.	Principal Assistant Principal ELL Instructors Reading Coach Math/Science Coach	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.	CTEM Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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

3. Students scoring proficient in writing. CELLA Goal #3:	The number of students achieving proficiency in writing skills will increase from 22% (69) to at least 24%(75)

2012 Current Percent of Students Proficient in writing:

22% (69)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Problem-Solving Process to Increase Student Achievement				
1	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language	Provide scaffolded support for ELL learners by inclusion in small group support for L 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 participation in oral language opportunities.	Principal Assistant Principal ELL Instructors Reading Coach Math/Science Coach	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.	CTEM Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Webb's Depth of Knowledge and C & I Non-negotiables electronic form

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide tutoring support for ELL students.	Supplemental Tutors	Title 1 Basic	$68,432.00
Provide instructional support for ELL students.	ELL Resource Teachers	Title 1 Basic	$103,880.00
			Subtotal: $172,312.00
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: $172,312.00

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 number of students achieving proficiency (FCAT Level 3) in mathematics from 29%(99) to at least 32%(132)
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (99)	32% (132)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes

		structures/strategies will be monitored through CTEM.			
3	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students develop conceptual understandings and are able to explain their thinking both orally and in writing.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Learners will be expected to demonstrate understanding of problems or algorithms by explaining the concept or producing and explaining a model drawing of the problem.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
5	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring above proficiency (levels 4 and 5) on the 2011 FCAT in math will increase from 19%(63) to at least 21%(87).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(63)	21%(87)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes

		Teachers' use of cooperative structures/strategies will be monitored through CTEM.			
3	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Learners will create a new problem using the same mathematics concept. High achieving learners will exchange the problems they've developed and will solve using a minimum of two strategies. Pairs of students will explain their work and thinking.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
5	Informational text across all content to teach reading and writing skills: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increase from 91%(162) to at least 92% (244)
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(162)	92%(244)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes

		structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.			
3	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Maintain high expectations for all students to appropriately respond to higher order questions, providing scaffolded support and structure as appropriate for low-expectancy students, enabling their success in meeting rigorous expectations.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
5	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in 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 percentage of students in the lowest 25% making learning gains in mathematics will increase from 96%(43) to at least 96%(64)
2012 Current Level of Performance:	2013 Expected Level of Performance:
96%(43)	96%(64)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as,	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes

		lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.			
3	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Through differentiated instruction and multi-tiered supports, teachers will scaffold support for meeting high expectations. Utilize Investigations Differentiation and Intervention guide for intervention and practice activities.	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our Hispanic supgroup met AYP in math. Black students achieving level 3 or higher on the 2011 FCAT Mathematics will increase from 42% to at least 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 42%(33)	Black 48%(59)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Met AYP			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Met AYP		Met AYP		

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension	Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Principal Assistant Principal Reading Coach Math/Science Coach ELL Contact Classroom Teacher	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators'

				provide specific feedback to teachers.	observations Lesson Plans
	strategies			Provide tiered interventions to support mastery of grade-level benchmarks.	

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 percentage of students with disabilities (SWD) achieving level 3 or higher on the 2011 FCAT Mathematics Test will increase from 20%(9) to at least 28%(17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(9)	28%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will accommodate/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) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will accommodate/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) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
	Use of Information text across all content to teach Reading and Writing Skills and Strategies:	Teachers will accommodate/adapt classroom work to be consistent with IEP accomodations, working in small group or individually with students to support improved reading skills(differentiated	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies.	Common Formative assessments (e.g., benchmark

			Reading Coach	Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
3	Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of economically disadvantaged students achieving level 3 or higher on the 2011 FCAT Mathematics Test will increase from 52%(136) to at least 57%(205).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(136)	57%(205)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data

2		Teachers will include use of these in weekly lesson plans. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.		coaches to provide support and guidance to teachers.	Chats
3	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans Progress Monitoring Plans

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
iPad Applications and usage during math lesson	K-5	Math Coach	Any K-5 teacher who is interested	Monthly	Classroom walk-through data	Leadership Team
Monthly Math Coach Meetings	Math Coach	District Math Coordinator	Math Coach	Monthly	On-Going	Math Coach
Pioneer Math Trainings	K-5	District Math Coordinator	Math Pioneers for grade bands: K-1 2-3 4-5	Quarterly	Math Pioneers with present information during Grade Level PLC's	Math Coach

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide math support for Investigation Curriculum.	.5 Math Coach	Title I Basic funds	$22,212.00
			Subtotal: $22,212.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $22,212.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number of students achieving proficiency (FCAT Level 3) in science will increase from 33%(31) to at least 38%(43)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(31)	38%(43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the questions are purposeful and aligned to the NGSSS or CCSS.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and	CTEM Administrators' observations Webb's Depth of Knowledge and C

2	accountable talk to show, tell, explain and prove reasoning aligned to the standards.	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. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.		provide specific feedback to teachers.	& I Lesson Plans Student Data Chats PLC Meeting Notes
3	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g. benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Using the science 5E model, complete the exploration and explanation "Es" in small groups. In advance of this work, students must be taught the various roles and responsibilities of the particular structure being used.	Principal Assistant Principal Math/Science Coach Reading Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans
	Use of Information text across all content to teach Reading and Writing Skills and Strategies: Instruction	Students will be exposed to multiple non-fiction text resources to engage with during a unit of	Principal Assistant Principal Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies.	Common Formative assessments (e.g., benchmark specific mini-

5	infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies	study or theme to include the variety of available resources embedded in adopted instructional materials.	Reading Coach	Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The number of students achieving above proficiency (FCAT Levels 4 and 5) in science will increase from 9% (8) to at least 6%(7)
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(8)	10%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will plan for and include higher order questions in weekly lesson plans that will include tasks and assessments with the appropriate level of rigor so that the	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific	CTEM Administrators' observations Webb's Depth of Knowledge and C & I

#	Barrier	Action Steps	Person Responsible	Monitoring	Evidence/Artifacts
		questions are purposeful and aligned to the NGSSS or CCSS.		feedback to teachers.	Lesson Plans Student Data Chats PLC Meeting Notes
2	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learnings. Teachers' use of cooperative structures/strategies will be monitored through CTEM.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers. Utilize the Coaching cycle with our academic coaches to provide support and guidance to teachers.	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats PLC Meeting Notes
3	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will utilize text-specific, complex questions and cognitively complex tasks with the expectation that students will use text to support responses and will appropriately apply scientific thinking and inquiry in performing these tasks. Teachers will provide challenge opportunities for advanced learners to demonstrate exemplary mastery of standard/benchmark.	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats
4	Interactive Learning Strategies and Differentiated Instruction: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Ask advanced learners to work in pairs to evaluate each other's work. Following oral evaluations, students will rate each other's logic and completion based on the scale for the learning goal	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and provide specific feedback to teachers	CTEM Administrators' observations Webb's Depth of Knowledge and C & I Lesson Plans Student Data Chats

5	Informational text across all content to teach reading and writing skills: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	Students will be exposed to multiple non-fiction text resources to engage with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials. Students will be exposed to technical or procedural reading that extends beyond the unit of study	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Collect data using common formative assessments. Conduct walkthroughs and observations and provide specific feedback to teachers. Provide tiered interventions to support mastery of grade-level benchmarks.	Common Formative assessments (e.g., running records with retelling, benchmark specific mini-assessments) Common Summative assessments CTEM Administrators' observations Lesson Plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
Science Point of Contact Meeting	K-5	Disrtict Coordinator	Science Points of contact for Grade bands: K-1 2-3 4-5	Quarterly	Point of Contacts will meet with grade-level PLC's to share information	Science Coach
Discovery						

Education Science Techbook Training	K-5	5th grade Science Lead Teacher	All grade level teachers	Quarterly	Observations, lesson plans	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide support to teachers for Discovery Education/National Geographic Curriculum.	.5 Science Coach	Title 1 Basic	$22,212.00
			Subtotal: $22,212.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $22,212.00

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:	The number of students achieving proficiency (FCAT Level 3) in writing will increase from 85%(88) to at least 94%(145)
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(88)	94%(145)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	To develop strategic and extended thinking in regard to student writing, teachers will provide opportunities for peer evaluation of students' writing based	Principal Assistant Principal Reading Coach Math/Science Coach	Utilize agreed upon, research-based effective teaching strategies. Conduct walkthroughs and observations and	CTEM Administrators' observations Webb's Depth of Knowledge and C & I

| 1 | 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. 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. As evidence of strategic and extended thinking in writing, teachers will hold students accountable for producing a written analysis of multiple genres of thematically connected texts a minimum of six times per year. In K-1 classrooms the process will be implemented through Read-Alouds. | | provide specific feedback to teachers. Post and refer to exemplary student work with anecdotal notes, emphasizing why the work has been posted. Incorporate writing across the content area with response and summary journals/exit tickets to improve both prompt and writing process writing. Provide feedback to students bi-weekly. Compare monthly Writing Assessments/Prompts results to identify students that may require reteaching of key concepts/skills. | Lesson Plans Student Data Chats Writing Rubrics Quarterly writing prompt Notebooks Writing samples Teacher scored writing samples/exemplars PLC notes FCAT/Collier Writes |

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ideas for increasing the use of teacher feedback and opportunities for student revisions	K-5	Reading Coach	All grade level teachers	Monthly PLC's	Observations, lesson plans, monthly writing prompts	Leadership Team
Writing integration across content areas	K-5	Reading Coach	All grade level teachers	Monthly PLC's	Observations, lesson plans, monthly writing prompts	Leadership Team
Incorporating writing strategies that align with writing to a source	K-5	Reading Coach	All grade level teachers	Monthly PLC's	Observations, lesson plans, monthly writing prompts	Leadership Team

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our 2012-2013 attendance rate was 95%. Our goal is to increase that percentage at least 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
28%(288)	18%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11%(90)	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	Parents not making regular school attendance a priority for students.	PBS strategies to reward those students and even classrooms with perfect attendance. For students who are habitually absent and/or tardy, use of PLCs and RtI/Problem Solving Team to develop interventions	Assistant Principal	Quarterly attendance reports	Yearly attendance reports
2	Home-School Communication	Discuss the issue of attendance and tardiness during curriculum night, in newsletter articles, and through phone links. Impress the importance of attendance in school during School Advisory Council meetings and family nights	Assistant Principal	Quarterly attendance reports	Yearly attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional guidance and supoprt to our students.	.4 School Counselor	Title 1 Basic	$21,250.00
			Subtotal: $21,250.00
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: $21,250.00

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:	By July 2012, number of in-school suspension, total in-school suspension days assigned, and percent of students receiving in-school suspension days will be decreased by 40%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
45	18
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
20	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	3
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New students are unfamiliar with schoolwide expectations.	Teach school-wide expectations daily via school news and classroom curriculum School counselor will hold new student groups.	Classroom Teacher PBS committee guidance counselor	Monitor school-wide Student Pass data for reduction in discipline referrals Check-in/Check-Out sheets	Student Pass Data
2	Students not responding to schoolwide PBS program.	Use of Check-in/Check/out tier 2 interventions for targeted students through the PBS Program. PLCs and RtI/Problem Solving Team will address those students who are not responding to PBS strategies and need more individualized plans.	PBS Coach RtI school-based team Leadership Team Classroom Teaching Teams Behavior Specialist	Monitor school-wide Student Pass data for reduction in discipline referrals Check-in/Check-Out sheets	Annual report of out of school and in school suspensions.
3	New teachers unfamiliar with the PBS and/or MDE's Check-in/Check-out system.	Professional Development provided by PBS coordinator before school and during team meetings.	PBS Team Guidance Counselor	Decrease in discipline 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
No Data Submitted						

Suspension Budget:

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

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percent of parents involved in school activities will increase from 15% to at least 25%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Less than 15%	25%

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Families do not collaborate as full partners in the learning and development of their children.	Build a positive school connection with families and parents that overcomes cultural and language barriers. Student Led Conferencing PTO Literacy Nights PTO Math/Science Nights SAC Meetings PTO Fall and Spring Festivals Harry Chapin Food Bank Food & Clothing Drives Provide support for parents on standards based report cards.	Administration Leadership team PTO Staff	Keep a count of the number of parents in attendance.	Sign-in sheets.
2	Parents do not attend events due to a language barrier.	Provide translation services; dialer in two languages; email notification in two languages Provide translators for	Leadership team; front office staff PTO	Keep a count of the number of parents in attendance.	Sign-in sheets

		Student Led Conferencing.				

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
Provide a parent involvement coordinator.	To provide school activities that promotes parents coming to school: Literacy nights, math nights, FCAT nights, book sharing, socials, festivals and special presentations	Title I funds	$1,791.32
Provide materials.	To provide educational board games for students.	Title I funds	$200.00
			Subtotal: $1,991.32
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
Parent Involvement	To provide tutors to watch children so parents can participate in activities.	Title I funds	$1,526.22
Provide supplies.	Paper and ink cartridges.	Title I funds	$500.00
Parent Involvement	Provide transportation to and from school for parents for special events such as Student Led Conferencing.	Title I funds	$350.00
Parent Involvement	Provide written Right to Know information regarding teacher qualifications and subsequent written notification of Highly Qualified Teacher issues as they arise. Information provided in letters that are translated into 3 languages and distributed to parents.	Title I funds	$100.00
	Distribute district & MDE PIP pamphlets and Compacts. The		

Parent Involvement	materials will be distributed to parents using a variety of methods of communication: dialer, newsletters, flyers.	Title I funds	$200.00
Parent Involvement	Parent workshops will be offered on a variety of topics including: FCAT preparation strategies, homework assistance, reading, and Parent Leadership Development.	Title I funds	$200.00
Parent Involvement	Provide additional items for parent support such as books and materials, paper and ink and refreshments for parent events.	Title I funds	$100.00

	Subtotal: $2,976.22
	Grand Total: $4,967.54

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many teachers 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. Utlize our Instructional technology/science teacher to support science and technology integration including venier probes and many other hands-on learning experiences.	Principal Assistant Principal Math/Science Coach	Conduct walkthroughs and observations and provide specific feedback to teachers. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. Implement and provide feedback for science journals/notebooks/exit tickets.	Existing Programs - Learning Garden– lesson each quarter linking science/technology/engineering/math infrastructure behind the program Business Partner with Physicians Regional Health Care, funding the Gardens. CTEM Observations

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
IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration. Educators will present and/or participate in the CCPS 2013 STEM conference.	IR/Science teacher	District Technology Coordinator	IR/Science Teacher	On-going throughout the year STEM Conference: January 2013	On-going with IR Teacher District trainings	Principal Math/Science Coach

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)

Increase the health and well being of our students by working with community partners to better their well being. 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. Increase the health and well being of our students by working with community partners to better their well being. Goal Increase the health and well being of our students by working with community partners to better their well being. Goal #1:	Increase the number of community partnerships that provide health benefits to our students.
2012 Current level:	2013 Expected level:
Two Community Partnerships Harry Chapin	Four Community Partnerships
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 Increase the health and well being of our students by working with community partners to better their well being. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tier 2 and 3 reading interventions for struggling readers K-5	Reading Resource Teacher	Title I Basic funds	$43,304.00
CELLA	Provide tutoring support for ELL students.	Supplemental Tutors	Title 1 Basic	$68,432.00
CELLA	Provide instructional support for ELL students.	ELL Resource Teachers	Title 1 Basic	$103,880.00
Attendance	Provide additional guidance and supoprt to our students.	.4 School Counselor	Title 1 Basic	$21,250.00
Parent Involvement	Provide a parent involvement coordinator.	To provide school activities that promotes parents coming to school: Literacy nights, math nights, FCAT nights, book sharing, socials, festivals and special presentations	Title I funds	$1,791.32
Parent Involvement	Provide materials.	To provide educational board games for students.	Title I funds	$200.00
				Subtotal: $238,857.32

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide extra reading support to students.	Ticket to Read Program	Community Donation	$3,000.00
				Subtotal: $3,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Reading support for all staff.	Reading Coach	Title 1 Basic funds	$52,937.82
Mathematics	Provide math support for Investigation Curriculum.	.5 Math Coach	Title I Basic funds	$22,212.00
Science	Provide support to teachers for Discovery Education/National Geographic Curriculum.	.5 Science Coach	Title 1 Basic	$22,212.00
				Subtotal: $97,361.82

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide transportation for the afterschool program.	Three busses to transport 150 students who qualify for the afterschool program by being in the lowest quartile in reading and/or math in grades 3-5.	Title 1 Basic Funds	$4,000.00
Reading	Provide funding for a fifth grade field trip to FGCU.	MDE students have little exposure to colleges. This trip will provide college exposure to our students.	Title 1 Basic Funds	$500.00
Reading	Provide a lead teacher for the afterschool program.	Teacher will coordinate the afterschool program.	Title 1 Basic Funds	$4,000.00
Reading	Provide Teachers for the afterschool program.	Six teachers will work with 150 students identified in the lowest quartile students in reading and math in grades 3-5.	Title 1 Basic Funds	$18,000.00

Reading	Provide tutors for the afterschool program.	Three tutors will assist teachers in grades 3-5 with the afterschool program.	Title 1 Basic Funds	$6,000.00
Parent Involvement	Parent Involvement	To provide tutors to watch children so parents can participate in activities.	Title I funds	$1,526.22
Parent Involvement	Provide supplies.	Paper and ink cartridges.	Title I funds	$500.00
Parent Involvement	Parent Involvement	Provide transportation to and from school for parents for special events such as Student Led Conferencing.	Title I funds	$350.00
Parent Involvement	Parent Involvement	Provide written Right to Know information regarding teacher qualifications and subsequent written notification of Highly Qualified Teacher issues as they arise. Information provided in letters that are translated into 3 languages and distributed to parents.	Title I funds	$100.00
Parent Involvement	Parent Involvement	Distribute district & MDE PIP pamphlets and Compacts. The materials will be distributed to parents using a variety of methods of communication: dialer, newsletters, flyers.	Title I funds	$200.00
Parent Involvement	Parent Involvement	Parent workshops will be offered on a variety of topics including: FCAT preparation strategies, homework assistance, reading, and Parent Leadership Development.	Title I funds	$200.00
Parent Involvement	Parent Involvement	Provide additional items for parent support such as books and materials, paper and ink and refreshments for parent events.	Title I funds	$100.00
				Subtotal: $35,476.22
				Grand Total: $374,695.36

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷ̓n Priority	ȷ̓n Focus	ȷ̓n Prevent	ȷ̓n NA

Are you a reward school: ȷ̓n Yes ȷ̓n No

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

No Attachment (Uploaded on 10/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Sharing of Title 1 Information
Obtain input for SIP
Monitor progress of SIP implementation
Share/discuss student progress monitoring data
Information sharing on Common Core State Standards and PARCC
Input for school budgets
Discussion of Parent Involvement opportunities

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
MIKE DAVIS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	58%	89%	51%	256	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	69%	74%			143	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	83% (YES)			147	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District
MIKE DAVIS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	58%	88%	20%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	57%			119	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)	70% (YES)			123	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested