

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAUREL OAK ELEMENTARY SCHOOL

District Name: Collier

Principal: Mrs. Marilou Andrews

SAC Chair: Mr. Bruce Wisser

Superintendent: Dr. Kamela Patton

Date of School Board Approval: PENDING

Last Modified on: 10/17/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Marilou Andrews	BS Elementary education, Slippery Rock University; MS educational leadership, Nova Southeastern University; Currently working on Doctorate in organizational leadership, Nova Southeastern University; Principal Certification State of Florida, Reading Certification K-12	1	8	Recognized as an "A" school through the state accountability system with last years total point score of 635.  According to statute, the Superintendent has the authority to strategically place administrators within the school district
		BS-Elementary Education, University of			

Assis Principal	Christa Crehan	South Florida; Master of Arts-Adult Education-Training in Business and Industry, University of South Florida; Ed.S., Educational Leadership, University of Florida. Certification-Educational Leadership (All Levels) Elementary Education (1-6), ESOL Endorsement, Reading Endorsement			Recognized as an "A" school through the state accountability system with last years total point score of 635.  According to statute, the Superintendent has the authority to strategically place administrators within the school district
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## 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	Dr. Karen Buhs	BS–Elementary Education, IL State University; MA -Curriculum & Instruction, IL State University; Ed.D.- Educational Leadership, University of Miami; Educational Leadership, Elementary Education Certifications – State of Florida	19	5	Recognized as an "A" school through the state accountability system with last years total point score of 635.  Academic coach was hired based upon prior performance in the area of reading. In addition, she has the skill set to work with students and adult learners, as well.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Monthly meetings with mentors and mentees with leadership team to address needs (i.e. parent communication, extra technology help, administering standardized tests, etc)	Principal and Asst. Principal	On-going	
2	Partnering new teachers with veteran staff	Principal	On-going	
3	Collegially-based professional learning and support communities	Principal, Team Leaders	On-going	
4	Site-based and district professional development targeted to teacher needs.	Leadership Team	On-going	
5	Addition of subject area coaches (reading, writing) for modeling lessons and offering support for differentiated instruction	Reading coach	On-going	
6	Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies, technology training, Instructional strategies, etc)	Principal, Assistant Principal, Coaches, Teachers	On-going	
7	Partnership with local universities (Edison College, Barry University, Florida Gulf Coast University) to support internship experiences for pre-service teachers	Principal and Asst. Principal	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	0% (0)

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
63	0.0%(0)	14.3%(9)	50.8%(32)	36.5%(23)	39.7%(25)	100.0%(63)	9.5%(6)	4.8%(3)	77.8%(49)

## 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
No data submitted			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Marilou Andrews  
Assistant Principal: Christa Crehan  
Kindergarten: Jennifer Batiato  
First Grade: Christine Sobczak  
Second Grade: Christine Mianta  
Third Grade: Sheila Buckner  
Fourth Grade: Kathleen Meyer  
Fifth Grade: Dawn DiMarzio

Additional Support Faculty  
Reading Coach: Dr. Karen Buhs  
ELL Contact: Amy Welsh  
Guidance: Amy Gaillard  
School Psychologist: Victoria Smith  
MTSS: Debbie Ramassini

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 RtI Leadership Team designates student and adult learning as the first priority using the school vision. The team gears contents and instruction to the Common Core State Standards and the Sunshine State Standards. The leadership team creates a culture of continuous learning for adults. Within this culture, the instructors use multiple sources of data to assess learning and refine instruction.

The leadership team meets with the professional learning communities to:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the plc will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, making decisions about implementation, and oversees the parent input/communication.

FCAT eligible students with disabilities and those students at risk: 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.

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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on core instruction and students with targeted and intensive interventions; academic and social/emotional areas that needed to be addressed; 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 with the Collier County Public School's RtI framework for implementation.

### 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.

Federal, state, and local services and programs will provide human and fiscal resources in the RtI implementation plan.

- Federal support comes through the allocation of fiscal resources that can include Title III, and IDEA.
- State support, IDEA and Title III will provide instructional materials for core and supplemental instruction, as well as training provided by FLDOE and USF to support the district and school RtI implementation plans.
- Local and IDEA support is provided to district co-ordinators and site based Multi-Tiered System of Supports (MTSS) personnel at each school who meet regularly with administration and grade level teams to ensure strong implementation of RtI.

School teams meet in grade level teams as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the core instruction students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This core instruction data will be used during PLCs to follow the rate of student progress over time. Teachers share results and best practices.

As students fail to meet with success in core instruction students are referred to the school's RtI team and intensive supplemental interventions are considered. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.

The PLC teams will continue to monitor progress for all students throughout the year, through the use of the district's Data Warehouse resources. All grade levels will decide on common assessments and then will input that data into Data Warehouse as base line data. Continued training in the use of the many aspects of Data Warehouse will be ongoing and targeted to specific staff needs.

Describe the plan to train staff on MTSS.

We continue to provide further reaching support at the school building level, a School-Based RtI MTSS and a PBS Coach (AP) have been designated for every school. The role of the MTSS is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the RtI Team Meetings.

Continued training will occur under the guidance of the District Coordinator of RtI/PBS through monthly on site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of RtI/PBS will provide monthly follow-up trainings with School-Based MTSS and PBS Coaches. Teachers meet with PLCs twice a month to discuss RtI implementation at their grade level. Finally, mini workshops on RtI-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 RtI/PBS related documents, video clips, training materials and power points, research

links, intervention tools, and has a district Problem Solving/Response to Intervention manual.

Trainings will be provided by the School Psychologist, MTSS, Reading Coach, and Administration.

Describe the plan to support MTSS.

During monthly PLCs leadership team and instructional staff meet to review data of common assessments to discuss progress of individual students. From these discussions students in need of additional support are identified. Staff members are trained on the use of Data Warehouse as an effective tool to support the MTSS/RtI process. Instructional resource staff are scheduled to assist classroom teachers in meeting the needs of their students.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Marilou Andrews  
Assistant Principal: Christa Crehan  
Reading Coach: Dr. Karen Buhs  
ELL Contact: Amy Welsh  
Guidance: Amy Gaillard  
School Psychologist: Victoria Smith  
MTSS: Debbie Ramassini  
ESE: Amy Kurtz

Kindergarten: Mary Morey  
First Grade: Joan Dobberstein  
Second Grade: Jodi Erhardt  
Third Grade: Susan Alger & Lisa Casale  
Fourth Grade: John Morey  
Fifth Grade: Heidi Pinney  
Related Arts: Jack Baumgartner & Isaac Fuller

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

The LLT is driven by a focus on literacy across the curriculum. Through a continued emphasis on the Common Core State Standards and comprehension instructional sequence (CIS) students will be consistently exposed to higher level questioning based on Webb's Depth of Knowledge. In addition, the LLT will guide teachers as they enhance students' writing across the curriculum and in response to student text. The writing process will be another focus to teach students how to effectively communicate. The LLT provides professional learning communities with data regarding summative and formative assessments. Changes to instruction are refined based upon analysis of this type of data.

The LLT:

Reviews universal screening data and links to instructional decisions; reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the committee will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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

Supporting the training of all teachers in:

- \*Common Core State Standards
- \*Use of close reading strategy including reading, rereading, discussion, asking and answering text dependent questions, vocabulary/syntax tasks
- \*Use of gradual release model
- \*K-5 90-minute uninterrupted literacy block, including Core instruction and/or close reading lessons, guided reading, and differentiated literacy centers
- \*Writing to defend an opinion based on multiple texts
- \*Portfolio of student work, including draft with attached revisions
- \*The writing process: provide opportunities for revising writing before assigning a grade. Grade only the final draft.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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 percentage of students scoring at level 3 on the FY 2013 FCAT in Reading will change as follows: 10% (12) of current students at level 3 will move to level 4; 10% (5) of students currently at either level 1 or 2 will move to level 3 resulting in 29% (123) of students scoring at level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (127)	29% (123)

#### 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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and non-fiction texts to build	Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts,	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C &



3	analytic and evaluative thinking and comprehension strategies.	students will build analytic and evaluative thinking and comprehension strategies.	POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	I Non-negotiables electronic form
4				

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 percentage of students scoring above proficiency (levels 4 and 5) on the FY 2013 FCAT in Reading will increase from 50% (221) to 55% (234).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (221)	55% (234)

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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals

1	standard/ benchmark.	rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team Tool Kit, Jr. Great Books.	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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:

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 achieving learning gains on the FY 2013 FCAT in Reading will increase from 72% (202) to 75% (199).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (202)	75% (199)

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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form.  Analyze data to make instructional decisions and plans for staff development.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, researchbased effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
	Informational Text	Teachers will utilize a	Principal,	Conduct	CTEM

3	across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Assistant Principal, Leadership Team	walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students in the lowest 25% achieving learning gains on the FY 2013 FCAT in Reading will increase from 70% (43) to 73% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (43)	73% (48)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form.  Analyze data to make instructional decisions and plans for staff development.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, researchbased effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

			observations and plan for next steps.	
			Implement and provide feedback for cross-content area journals/notebooks.	

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 60%(18)of students, achieving proficiency in Reading in SY 2012 will be increased by reducing the students not achieving proficiency last year, by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
	Informational Text across all Content to Teach Reading and	Teachers will utilize a minimum of 50% nonfiction	Principal, Assistant Principal,	Conduct walkthroughs and observations and	CTEM Lesson Plans Students'



3	Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	/informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Leadership Team	provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form
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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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to	CTEM Lesson Plans PLC Notes

2	accountable talk to show, tell, explain and prove reasoning aligned to the standards.	during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.		establish best practices for instruction.	
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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
Lesson Study	2,4,5	Leadership Team	Teachers grades 2 and 5, ELL and ESE Resource Teachers	Before School and Early Dismissal Training	CTEM Lesson Study Data	Leadership Team
Comprehension Tool Kit	3, 4, 5	Leadership Team	Teachers grades 3, 4, and 5, ELL and ESE Resource Teachers	Before School PLCs and ongoing	CTEM PLC Notes	Leadership Team
Junior Great Books	K, 1, 2	Leadership Team	Teachers grades K, 1, and 2, ELL and ESE Resource Teachers	Before School PLCs and ongoing	CTEM PLC Notes	Leadership Team
Reciprocal Teaching	All Teachers	Leadership Team	All Teachers	Before School PLCs and ongoing	CTEM PLC Notes	Leadership Team
Webb's Depth of Knowledge	All Teachers	Leadership Team	All Teachers	Before School PLCs and ongoing	CTEM PLC Notes	Leadership Team

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Comprehension strategy instruction	Comprehension Tool Kit	School-based funding	\$2,100.00
Higher order thinking skills	Junior Great Books	School-based funding	\$3,570.00
			Subtotal: \$5,670.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,670.00</b>

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 percentage of students scoring proficient in listening/speaking on the FY 2013 CELLA will increase from 33% (12) to 36% (18).			
2012 Current Percent of Students Proficient in listening/speaking:					
33% (12) of students were proficient in FY 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	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.  Through the implementation of common core standards, ELL students	Principal, Assistant Principal, Language Arts and/or ELL teacher, ELL Tutor and Reading Coach	Utilize agreed upon, research-based effective teaching strategies: Comprehension Tool Kit, Jr. Great Books.  Participate in a PLC conversations to establish best practices for reading instruction.  Classroom Walk Throughs from Administrators and coaches to observe: Teachers and coaches will provide students with opportunities to	CTEM Lesson Plans PLC Notes Teacher created rubrics Spring CELLA assessment.

1		<p>will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to:</p> <p>Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups;</p> <p>Build on others' talk conversations by responding to the comments of others through multiple exchanges;</p> <p>Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or thorough other media.</p>		<p>write short/long dialogues using key vocabulary learned and present orally using different settings and scenarios.</p> <p>Students will have oral dialogue presentations and the teachers will use the rubrics created to determine students' effectiveness.</p> <p>Students can also evaluate other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process.</p>	
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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 percentage of students scoring proficient in Reading on the FY 2013 CELLA will increase from 26% (9) to 29% (14).

2012 Current Percent of Students Proficient in reading:

26% (9)of students were proficient in FY 2012.

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	<p>ELL students experience delays in acquisition of reading skills due to limited vocabulary, limited experience to build background knowledge, limited English usage in the home and in many cases, illiteracy in the home.</p>	<p>Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the area of Reading to:</p> <p>Teachers will make sure that students:</p> <p>Interpret words and phrases as they are used in a text; including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Identify key vocabulary</p>	<p>Principal, Assistant Principal, Language Arts and/or ELL teacher, ELL Tutor and Reading Coach</p>	<p>Classroom Walk Throughs from administrators and coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.</p> <p>Teaching specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text &amp; graphics.</p> <p>Reading coaches monitor teachers'</p>	<p>CTEM Lesson Plans PLC notes Reading Records Spring CELLA assessment</p>

	<p>words to connect meaning to comprehension.</p> <p>Use Reading for comprehension strategies such as: Guided reading, completing chapter pre-reading guides, reciprocal teaching, response journals.</p> <p>Use scaffolding strategies necessary for students to read for understanding and comprehension.</p> <p>Utilize paraphrasing and fluency activities to improve reading comprehension.</p>		<p>implementation of opportunities for students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues.</p> <p>Teachers utilize reading records to determine the effectiveness of strategy.</p> <p>Coaches monitor teachers' utilization of rubrics.</p>	
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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 percentage of students scoring proficient in Writing on the FY 2013 CELLA will increase from 36% (13) to 40% (20).
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2012 Current Percent of Students Proficient in writing:

36% (13)of students were proficient in FY 2012.

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 do not have opportunities for authentic conversations and evaluation of their own or others writing.	<p>Students will have opportunities to:</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.</p> <p>Identify &amp; analyze different perspectives &amp; language references.</p>	Principal, Assistant Principal, Language Arts and/or ELL teacher, ELL Tutor and Reading Coach	<p>Classroom Walk Throughs to observe:</p> <p>Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension &amp; writing skills and</p> <p>Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.</p>	CTEM Teacher created rubrics Spring CELLA assessment

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percentage of students scoring at level 3 on the FY 2013 FCAT in Math will change as follows: 10% (14) of current students at level 3 will move to level 4; 10% (5) of students currently at either level 1 or 2 will move to level 3 resulting in 34% (145) of students scoring at level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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34% (151)	34% (145)
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## 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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational 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, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

	strategies.	comprehension strategies.		designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	
4	Implementation with fidelity of new math curriculum and materials.	Meet within Professional Learning Communities to discuss implementation, barriers, and strategies for improvement.	Principal, Assistant Principal, Leadership Team	Results of formative assessments/PLC meeting notes.	PLC meeting logs.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	The percentage of students scoring above proficiency (levels 4 and 5) on the FY 2013 FCAT in Math will increase from 44% (198) to 48% (204).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (198)	48% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals



1	standard/ benchmark.	rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.		on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team Tool Kit, Jr. Great Books.	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form
4	Students need more opportunities for higher order thinking	Lesson plans will be reviewed by the principal and the assistant principal to make sure higher order thinking questions are included.	Principal, Assistant Principal	Lesson plan reviews and classroom walkthrough data will document frequency of higher-order questions.	Lesson plans, classroom walkthrough data. CTEM observations

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 achieving learning gains on the FY 2013 FCAT in Math will increase from 90% (248) to 91% (241).
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (248)	91% (241)

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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form.  Analyze data to make instructional decisions and plans for staff development.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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	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,	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, researchbased effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes

	standards.	explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.			
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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% achieving learning gains on the FY 2013 FCAT in Math will increase from 87% (61) to 88% (59).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (61)	88% (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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form.  Analyze data to make instructional decisions and plans for staff development.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, researchbased effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes

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 :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In 6 years the achievement gap will be reduced by 50%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

1

1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science /	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables

3	analytic and evaluative thinking and comprehension strategies.	texts, students will build analytic and evaluative thinking and comprehension strategies.	Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	electronic form
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes

		the standards. Teachers will include use of these in weekly lesson plans.			
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In 6 years the achievement gap will be reduced by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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
Math Scope & Sequence	K-5	Math Pioneers, District Resources	All Teachers	January / February Early Dismissal	Lesson Plans CTEM	Leadership Team
Quarterly Pioneer Math Trainings	K-5	Math Pioneers, District Resources	All Teachers	Quarterly	Lesson Plans CTEM	Leadership Team

Mathematics Budget:

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

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		The percentage of students scoring level 3 on the FY 2013 FCAT in Science will increase from 40% (63) to 45% (59).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (63)		45% (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 tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes
3	Informational 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, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form
4	Scientific misconceptions that were previously learned.	Pre-testing for baseline for knowledge of what they know, what they learned and what they will need to learn, and how those look different in the instruction Include use of Page Keeley formative assessments to identify science misconceptions. Available via curriculum guides and ANGEL.	Classroom Teachers, and Leadership team, District Science Resources	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.	CTEM Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 percentage of students scoring above proficiency (levels 4 and 5) on the FY 2013 FCAT in Science will increase from 27% (42) to 35% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (42)	35% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor: 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 be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect trend data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.  Coaching cycle to determine effectiveness.	CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC 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.	Principal, Assistant Principal, Leadership Team Tool Kit, Jr. Great Books.	Utilize agreed upon, research-based effective teaching strategies.  Participate in PLC conversations to establish best practices for instruction.	CTEM Lesson Plans PLC Notes

3	Informational Text across all Content to Teach Reading and Writing Skills and Strategies: Instruction infrequently utilizes both fiction and nonfiction texts to build analytic and evaluative thinking and comprehension strategies.	Teachers will utilize a minimum of 50% nonfiction /informational text for instruction. Using the close reading model, through Read-Alouds and with multiple texts, students will build analytic and evaluative thinking and comprehension strategies.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, Math Pioneers, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form
4	Scientific misconceptions that were previously learned.	Pre-testing for baseline for knowledge of what they know, what they learned and what they will need to learn, and how those look different in the instruction Include use of Page Keeley formative assessments to identify science misconceptions. Available via curriculum guides and ANGEL.	Classroom Teachers, and Leadership team, District Science Resources	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.	CTEM 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 Scope & Sequence	5th Grade	Science POCs, District Resources	5th Grade, ESE, and ELL Teachers	January / February Early Dismissal	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:		The percentage of students achieving at or above level 3 on the FY 2013 FCAT in Writing will increase from 93% (137) to 100% (146). The percentage of students achieving at or above level 4 on the FY 2013 FCAT in Writing will increase from 35% (42) to 50% (73).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
93% (137) of students scored a level 3. 35% (42) of students scored at or above level 4.		100% (146) of students will score a level 3. 50% (73) of students will score at or above level 4.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Rigor: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	To ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate thinking skills appropriate to levels 3 or 4 of Webb's DOK.  To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Collect data on implementation of Webb's Depth of Knowledge and C & I Non-negotiables using the electronic form. Analyze data to make instructional decisions and plans for staff development.	Quarterly Writing Prompt CTEM Webb's Depth of Knowledge and C & I Non-negotiables electronic form Students' notebooks/journals  Lesson Plans PLC Notes
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension	Principal, Assistant Principal, Leadership Team	Utilize agreed upon, research-based effective teaching strategies: Comprehension Tool Kit, Jr. Great Books.  Participate in a PLC conversations to establish best practices for reading instruction.	Quarterly Writing Prompt CTEM Lesson Plans PLC Notes
3	Informational 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.	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.	Principal, Assistant Principal, Leadership Team	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science / Social Studies POCs, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.	Quarterly Writing Prompt CTEM Lesson Plans Students' notebooks/journals  Webb's Depth of Knowledge and C & I Non-negotiables electronic form

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
Lesson Study	2,5	Leadership Team	Teachers grades 2 and 5, ELL and ESE Resource Teachers	Before School and Early Dismissal Training	CTEM Lesson Study Data	Leadership Team
Writer's Workshop	K-5	Reading Coach, District Writing Trainer	All Teachers	Early Dismissal Training and Planning	CTEM lesson plans	Leadership Team
Write Traits	K-5	Reading Coach, District Writing Trainer	All Teachers	Early Dismissal Training and Planning	CTEM lesson plans	Leadership Team
Rubric Training	K-5	Reading Coach	Classroom Teachers, ESE and ELL Teachers	Before School and Early Dismissal Training Planning	CTEM Callibrate Scoring in PLCs	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



## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Attendance at Laurel Oak is very high. Average daily attendance rate in FY 2012 was 97%, however 18%(156) of students had excessive absences (being 10 or more).			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97%		98%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
18%(156)		15%(112)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
7%(57)		6% (45)			
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 who live out of the attendance zone have the most difficulties with tardiness.	Write attendance contracts for students with excessive tardies, signed by parent/guardian. Rtl and PBS strategies and incentives for improved behavior in this area	Principal, Assistant Principal	Use attendance reports to collect and monitor data	Attendance Reports
2	Lack of parent knowledge of mandatory attendance policies.	Contact parents of student via personal telephone call, face to face meeting, or attendance letters to offer assistance and information regarding the attendance policy so to ensure students attend school and arrive on time.  Use MTSS/Problem Solving Team to determine if there are major life functioning issues requiring specific interventions and/or Section 504 accommodations.	Principal, Assistant Principal	Use attendance reports to collect and monitor data	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	We had a total of 7 suspensions at Laurel Oak Elementary School. We anticipate even fewer suspensions in the FY 2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7	6

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (6)	<1% (5)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
<1% (3)	<1% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective use and lack of fidelity of the positive behavior system rewards and consequences resulting in poor classroom management skills	PLC's will: a) identify areas of focus for improvement of classroom management strategies b) collaboratively plan professional development supporting development of instructional practices and classroom management strategies that would most benefit increased positive student behaviors c) implement professional development processes to achieve those improvements d) monitor progress of the management strategies and rewards for positive outcomes e) Continue to increase implementation of the Positive Behavior Support system with fidelity.	Classroom teachers, leadership team, RTI problem solving team (to include school counselor)	Monitor RtI data. Monitor classroom management skills.	Data Warehouse PMP Data Classroom walkthrough
2	Lack of socially appropriate behaviors, expectations and societal norms.	Classroom lessons, presentations, and modeled behaviors following the positive behavior system Incorporation of peer mediation leaps lessons with guidance intervention. Use of the RtI Problem Solvin team to develop strategies	All staff	Monitor RtI data. Monitor classroom management skills.	Data Warehouse PMP Data Classroom walkthrough

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
Love and Logic	All Staff and All Parents	School counselor	PLC PTO	On-going	Referrals	Leadership
PBS/Kagan Structures	All Staff	School counselor Kagan trained staff	PLC Early dismissal	On-going	CTEM Lesson plans	Leadership

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Laurel Oak Elementary School has been fortunate to have large attendance at curriculum nights, SAC meetings, and PTA events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
It is estimated that parent involvement was	It is estimated that parent involvement will be

approximately 88% (774) for the FY 2012 school year.		approximately 90% (702) for the FY 2013 school year.			
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 are unaware of school information.	Weekly communication folders, messages on the marquee, School Messenger- messages to parents, school newsletter, school website, and school yearly calendar.	Principal, Assistant Principal	Percentage of participation	Participation numbers at events.
2	Overcoming cultural and language barriers	Build a positive school connection with the families and parents that overcome cultural and language barriers and provide communication in their native language. Involve parents in student learning.	Principal, Assistant Principal	Percentage of participation	Survey, participation numbers.

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		90% of teachers will receive professional learning designed to develop pedagogical skills in integrated inquiry-based teaching and learning of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.			
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 do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content.  Instructional resource activities that support science and technology integration including vernier probes, Discovery Education, virtual science labs, field trips, etc.	Principal, Assistant Principal, Leadership Team, Science POCs, IR Teachers	Conduct walkthroughs and observations and provide specific feedback to teachers.  Utilize Reading Coach, Science POCs, along with the Reading Coherence Model designating time to debrief, discuss observations and plan for next steps.  Implement and provide feedback for cross-content area journals/notebooks.  Meet with grade level data teams to analyze data and test items from common assessments, determine if instruction/intervention is working, adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM Lesson Plans Students' notebooks/journals PLC Notes Quarterly Benchmark assessments
2	Many students are not provided an opportunity to participate in an authentic STEM focused project, integrating Webb's Depth of Knowledge.	Provide students with the opportunity to participate in a school-wide community supported gardening project.	Principal, Assistant Principal, Leadership Team, Science POCs	Utilize agreed upon, research-based effective teaching strategies.  Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on	CTEM Lesson Plans Students' notebooks/journals PLC Notes Webb's Depth of Knowledge and C & I Non-negotiables electronic form

				need. Implement and provide feedback for science journals/notebooks.
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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
IR teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration.	K-5	IR Teacher, Science POCs, Math Pioneers	All Teachers	On-going	CTEM lesson plans	Principal, Assistant Principal

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

## Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension strategy instruction	Comprehension Tool Kit	School-based funding	\$2,100.00
Reading	Higher order thinking skills	Junior Great Books	School-based funding	\$3,570.00
				Subtotal: \$5,670.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$5,670.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/20/2012)

## 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

- \*Discuss school progress toward goals on the previous year's School Improvement Plan using FCAT data.
- \*Create the current year's School Improvement Plan.
- \*Provide information to the School Advisory Council about current issues and initiatives within the district and school.
- \*Determine how to best distribute SAC budget to allow for success toward School Improvement Plan goals.
- \*Determine how A+ incentive money will be distributed for the past school year's academic performance.
- \*Review of ongoing progress monitoring data with SAC regarding FAIR, fluency checks, common assessments, quarterly benchmark assessments and other monitoring tools in order to make informed decisions about meeting the annual goals for LOE.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Collier School District LAUREL OAK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	85%	92%	62%	330	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	72%	60%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	67% (YES)			138	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					600	
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 LAUREL OAK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	89%	92%	71%	345	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	70%	64%			134	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?	72% (YES)	68% (YES)			140	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					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested