FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LELY HIGH SCHOOL

District Name: Collier

Principal: Dr. Leslie Ricciardelli

SAC Chair: Ms. Anna Bowe

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Eugenia Ferrell	M.S - Educational Leadership Bachelor of Music Education (B.M.E.)	1	6	2011-2012 - 1st year at LHS. 2010-2011- Dean-Naples High School- 2006-2010-Dean-Immokalee Middle ('06,07) "D" school (08,'09) "C" achieved 25% gains but did not achieve AYP
Principal	Leslie Ricciardelli	Ed.D Organizational Leadership w/ Speciality in Higher Education M.S - Educational Leadership BA - Secondary Education/Social Sciences	1	11	Prior to joining Lely High School, Dr. Ricciardelli served as Principal of Golden Gate Middle School, also a Title 1 school in Collier County. Due to the changes in cut scores, GGMS was projected to drop to a 'C', however, the diligent planning and strategic interventions that the administrative team and academic coaches put into place proved to be successful as the school maintained their 'B'.
Assis Principal	Ellen Keegan	M.S. - Educational Leadership M.A. - TESOL	1	2	Prior to joining Lely HS, Mrs. Keegan was the Assistant Principal of Curriculum & Instruction at Golden Gate Middle School. While at GGMS, the school stayed a 'B' but increased significantly. Mrs. Keegan has experience in all levels, particularly with students who struggle due to language

		B.S. - Elementary Education			and/or disability. In addition to Golden Gate Middle School and Lely HS, Ms. Keegan has worked in schools where the school grades ranged from "D" to "B" and students in the lowest 25% have made gains.
Assis Principal	Clara Calderon	Master's- Reading, Educational Specialist- Ed. Leadership, Reading Certification K-12, ELL Endorsed, Elementary Ed. K-6 Certification	1	1	Prior to joining Lely High School, Ms. Calderon's experience has been working with primary grades level K-5 and secondary grades level 9th-11th students, who struggle with English language acquisition, by utilizing research based intervention strategies and overseeing the implementation of ELL Sheltered Model framework in language arts and content area classrooms.

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)
RtI / ESE Specialist	Randi Vanauken-Tyler	Master's - Education & Reading	3	10	Mrs. Tyler has been at various local elementary and middle schools prior to coming to Lely High School. Each of these schools have ranged from "C" to "A" schools. During the 6 years in the position of Reading Coach at East Naples Middle School, the school grade was an "A".
Reading Coach	Gayle Nance	BA - Elem. Education MA - English Reading Certificate ELL Endorsed	2	3	Mrs. Nance has experience in various local elementary (Estates-C, A, B, Corkscrew C, B, A, A, A, Big Cypress B, A,) and high schools (Palmetto Ridge, Gulf Coast B,) prior to LHS. Each of these schools has ranged from "C" to an "A". Mrs. Nance was ranked between #2 and #6 in the county for Cohort Reading Gains her last 4 years in the classroom. She served as an RtI/PBS Facilitator the year prior to transferring to Lely High.
Science Coach	Melissa Coleman	BA-Biology Master's- Educational Leadership	1	1	Mrs. Coleman has experience in both the secondary and elementary levels. Having taught five years at Golden Gate High School and two years at Mike Davis Elementary prior to Lely High School. Mrs. Coleman's initiatives assisted in Mike Davis Elementary receiving an "A" grade during the 2010-2011 school year by helping achieve a 30% increase in science FCAT scores which was maintained in the 2011-2012 school year. Mrs. Coleman coordinated and started the Mike Davis Elementary gardening club which resulted in Mike Davis Elementary receiving a prestigious gardening grant from the American Heart Association.
Math Coach	Kera Schwartz	BS - Elem. Education Currently working towards Master's in Educational Leadership.	1	2	Mrs.Schwartz was previously a math coach at Golden Gate Middle where the school grade was a "B". During her time as a math coach the percentage of students making gains increased from 68% to 76%. The percentage of students in the lowest 25% making gains increased from 68% to 80%. The percentage of students passing the Algebra End-of-Course was 100%.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Lely High School will work with colleges/universities as a site for internships for students completing degrees in education.	Leslie Ricciardelli Ellen Keegan	Ongoing	

2	LHS will utilize Teacher Mentoring Program to provide support for new classroom teachers.	Administration / Teacher mentors	Ongoing	
3	LHS will continue to communicate with the District Human Resources to recruit and maintain highly qualified teachers.	Administration/ District Human Resource Department	Ongoing	
4	LHS will provide bi-weekly meetings for all new teachers to the district.	Administration	May, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
87	4.6%(4)	14.9%(13)	27.6%(24)	27.6%(24)	46.0%(40)	92.0%(80)	14.9%(13)	2.3%(2)	21.8%(19)

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
Tamara Hampton	Michael Cassio	Mrs. Hampton will assist Mr. Cassio with the History curriculum. She will also assist him with creating and implementing effective lessons to meet the needs of his students.	Both will participate in monthly meetings with members of school/district administration. They will also review student data in an effort to identify instructional needs.
Kera Schwartz	Eslandi Padin	Mrs. Schwartz is the Math Coach and will be able to assist Mr. Padin with developing and implementing appropriate Math lessons to meet the needs of his students.	Both will participate in monthly meetings with members of school/district administration. They will also review student data in an effort to identify instructional needs.
		Mrs. Coleman	

Melissa Coleman	Nicholas Sweat	is the Science Coach and has experience with testing. She will assist Nicholas with the rules and procedures of administrating state and local assessments.	Both will participate in monthly meetings with members of school/district administration. They will also review student data in an effort to identify instructional needs.
Suzanne Szczepanski	Djavanshir Gadjiev	Ms. Szczepanski has been teaching Math for several years and will be able to assist Mr. Gadjiev with creating and implementing effective lesson plans.	Both will participate in monthly meetings with members of school/district administration. They will also review student data in an effort to identify instructional needs.
Lori Cox	Samantha Dahl	Ms. Cox has been a guidance counselor for the last four years at Lely HS. She will assist Ms. Dahl with the daily responsibilities of a counselor, as needed.	Both will participate in monthly meetings with members of school/district administration. They will also review student data in an effort to identify instructional needs.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Consolidated Planning process. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.
Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.
Title I Part A in coordination with Title III, Title II Part A, and IDEA will provide Intervention Support Specialist to support academically at risk students.
LEA, Title I Basic, Title I Migrant coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools.
The LEA provides services in coordination the McKinney-Vento Homeless Assistance Act.
Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Reading Coaches at Elementary and Math Intervention Specialist at Middle Schools.

As applicable, depending on school:
• District Oversight Team meetings that provide forum for coordination and integration of resources to support unique needs of school sites.
Title I Part A funds also used to provide additional coaches to support lowest performing schools and those in differentiated Accountability Correct II-D status.

Title I, Part C- Migrant

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

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

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

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I, Part D

N/A

Title II

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

Title III

The District School Board of Collier County is collaborating with the utilization of Title I and Title III grant funds. The district provides immersion teachers and bilingual tutors at individual schools with a large number of ELL and immigrant students. Through Title III and Title I funds, tutors, paraprofessionals and teachers have been created to enhance the instruction of English Language Learners. These positions are above those required by the META Consent Decree.
The district counts also on the support and collaboration of the Title I funds by combining funds from
Title I and Title III to support district teachers on Special Assignment (TSAs) in providing additional services and training to teachers, tutors, and paraprofessionals. The training will occur in Title I and Title III schools. A major initiative of the co-teaching model is being implemented with fidelity this year. This is a collaborative effort between ESE, ELL, Title III and Title I schools. This will allow flexibility in trainings by geographical areas, targeting specific teachers, tutors, papaprofessionals and administrators in schools with large numbers of ELL Title I and immigrant students.
In addition, Title III will fund Teachers on Special Assignment for the SIOP model coaching positions at the secondary level. These positions will enhance the support of ELLS by providing teachers with techniques and activities that facilitate second language learning. The training and support will include classroom visitations for appraisal of training needs, training on special needs, modeling and interventions, recommendations and follow up for professionals and tutors in schools where that are large numbers of ELL and immigrant students. These positions will be used to assist students in tutorials in the content area courses and/or after school programs. It is expected that students participating will increase their academic skills and therefore meet Adequate Yearly Progress (AYP).
The training that the SIOP coaches will provide will be onsite and clinical. It will take place in the classroom setting whereby students as well as teachers will benefit from the strategies demonstrated. Additional benefits include succesful teachers and tutors leading and teaching ELL students and Title I students. These student,in many cases, have both classifications, to become literate in English, thus closing the gap between them and mainstream populations.

Title III and Title I will also collaborate in the parent workshops and teacher training as part of the parental involvement process. Two parent workshops will be prepared and delivered for parents of Title I students, ELL and immigrant students. The topics will include, but not be limited to, How To Help My Child with Homework, The United States Education System, Understanding Report Cards, How To Do Better on Tests, etc. These workshops will also include community business partners such as Sheriffs office and the Health Department among others. They will give orientation to parents about all the topics related to health and security.

Title X- Homeless

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.
Support staff of the Title I Part A Title I Part C Title I Part D and Title X programs meets monthly to coordinate efforts and receive joint staff development for improving their services.
LEA, Title I Basic, Title I Migrant coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools.
The LEA provides services in coordination the McKinney-Vento Homeless Assistance Act.
Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I part A funds to provide after school tutorials for homeless students in non Title I schools.
Homeless Liaison collaborates with the homeless shelters in providing services to homeless students.
The districts' Homeless liaison, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. The liaison works with school staff and community agencies to identify eligible students, expedite school registration and bus transportation, and provide school supplies. Throughout the school year the liaison monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career Education participants are measured using Perkins Accountability standards. For school year 2011-12 the local targets are 67% for Academic Attainment Reading, 86.05% for Academic Attainment Math, 94.35% for Secondary Technical Skills, 96.73% for Secondary School Completion, 95.19% for Secondary School Completion, 95.19% for Secondary Graduation Rate, 83.13% for Secondary Placement, 30% for Non-traditional enrollment, and 98.58% for Non-traditional completion rate. Professional development activities will be implemented to upgrade the reading instruction skills of all Career Education teachers. Reading is integrated in all CE courses. EOY Algebra, and Geometry, is integrated into business education, construction, architectural, drafting and technology courses. Teachers are trained to address the needs of ELL and ESE students as needed. Each academy/program has curriculum integration strategies specific for each subject area. Teachers are also encouraged to complete additional endorsements in NG-CAR-PD and ELL. The district conducts NG-CAR-PD courses for CE teachers and selected CE teachers are completing FOR PD online with UCF. FCAT level 2 (fluent) students will be able to complete their intensive reading requirement in CE classes where the teacher has already completed the CAR-PD endorsement.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RTI Leadership Team is made by the following individuals:
Assistant Principal for Curriculum - She will provide a common vision for the use of the data-based decision making, ensures that the team is implementing RTI, conducts assessments of RTI skill of school staff, ensures adequate professional development to support RTI implementation and communicates with all partners.
Exceptional Education Teachers- Participates in student data collection, integrates core instruction, activities and materials into Tier 3 instruction and collaborates with general education teachers.
Reading Coach - Provides guidance in the 9-12 reading plan, facilitates and data collection,assists in data analysis, supports the implementation of Tier 1-3 intervention plans.
General Education teachers - Provides information about core instruction, participates in data collection, delivers Tier 1 instruction and intervention, collaborates with other staff to implement Tier 2 interventions.
School Psychologist - Participate in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention, provides professional and technical asssistance.

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 Leadership Team will focus their meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and in our students?
The team will meet initially once per month and more often as needed. Their focus will be on the following strategies:
*review universal screening data
*review progress monitoring data - school, grade, teachers
*identify professional development and resources
*collaboration strategies
*share effective practices
*implementation of RTI school wide
*implementation of PBS school wide

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 will be actively involved in the development and implementation of the SIP. The Team will provide consultation on choosing the goals, objectives and action plan that will lead LHS towards achieving a higher school grade during the 2012-2013 school year and making adequate yearly progress.

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

MTSS Implementation

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

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 from entitlement grants, such as Title I, II and III and IDEA.

*State support, IDEA and Title I 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.
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 Tier I 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 Tier I 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 Tier I, students are referred to the schools RTI team and Tier 2 straggles. The Data Warehouse data management system continues to follow the students progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse.
*Local and IDEA support is providing a district RTI/PBS coordinator who will meet regularly with building level RTI teams and coordinators to ensure strong implementation of RTI.

Describe the plan to train staff on MTSS.

To provide further support at the school building level a School-Based RTI Intervention Support Specialist has been hired at LHS. The role of the School-Based RTI Intervention Specialist is to oversee the problem solving process, endure the integrity and consistency of implementation of the process and facilitate the RTI team meetings.
Follow up 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 RTI Intervention Support Specialist. PLCs meet monthly to discuss RTI implementation. RTI related topics, such as differentiating instruction, data analysis and specific intervention training are available through district personnel throughout the school year based upon the request of the school administrator. In addition, a variety of online tools are available for use in the schools. ANGEL is used as an online facilitator for RTI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. The PLC teams will continue to monitor progress for all students through the use of Data Warehouse resources.

Describe the plan to support MTSS.

Our MTSS support plan is from the Universal Design for Learning Guidelines. Our most important initiatives are to provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement. This will be accomplished by utlilzing the Universal Design Guidelines. Additinally, processing utilized include meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. maintain minutes of meetings to reflect data monitoring, compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills, DA Schools - develop FCIM calendar for reteaching, conduct walkthroughs and observations and provide specific feedback to teachers, provide tiered interventions to support mastery of grade-level benchmarks,collect ongoing progress monitoring data weekly or bi-weekly, and check students' level of understanding through discussion and higher-order questions while adjusting instruction based on needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr.Leslie Ricciardelli, Principal; Ellen Keegan, APC,; Clara Calderon, Dean; Gayle Nance, Reading Coach; Linda Crown, Language Arts Chair; Randi Tyler, RtI/ESE Specialist; Melissa Coleman, Science Coach; Kera Schwartz, Math Coach; Dana Yorks, Teacher & former District Literacy Specialist; Polly Whiting, ILA Teacher & former LHS Reading Coach, Cheryl Hauck, Journalism and IR Teacher, Tom Richards, IR Teacher and Saturday School Chair, and Catherine Hunt, Criminal Justice.
FAA eligible students with disabilities: The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content.

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

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT meets one to two times a month to analyze data. Topics of discussion include: reading gains, best practices, benchmark tests, reading target of the month, technology usage, fluency rates, appropriate scheduling of students, grades, incentives, push-ins/pull-outs, and data chats. Separate meetings may be held about students who received a One Year Good Cause Exemption from reading. Information is disseminated through the ELA weekly meetings regarding benchmarks and prompts for individual classes or grades to concentrate on that month.
The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor

progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

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

Incorporate FCAT / CCSS / PARCC - especially at the 9th grade, Data Chats, and Benchmark Testing focusing on each sub-group and the lowest quartile. We also plan to incorporate CBT (Computer Based Tests) whenever possible to prepare students for FCAT 2.0. Additionally, Lesson Study will be a continuing initiative for this school year. We are adding Achieve3000 to our Intensive Reading curriculum this year while continuing Study Island and PWImpact in all relevant classrooms throughout the year. The Achieve 3000 is a major initiative and will require 3 class periods a week in each Intensive Reading classroom to ensure students are able to have their level reassessed by the program and they meet the 75 minute a week requirement.
The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public School Choice

Supplemental Educational Services (SES) Notification
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.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary teachers in Collier County Public Schools utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers CAR-PD courses in order to build teachers' capacity to provide reading interventions to striving readers.

*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?

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

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?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

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

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:
• Focus on improving and maintaining reading achievement scores
• Focus on improving and maintaining math achievement scores
• Counseling to take upper level math and science courses
• Counseling to take foreign language requirements
• Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
• Counseling to enroll in college dual enrollment and AP courses while in high school
• Increase the availability of college dual enrollment courses
• Increasing articulation agreements between Collier County and appropriate post secondary schools
• Counseling to inform students of benefits of articulation agreements in college enrollment
• Counseling to take college placement exams such as CPT, SAT, and ACT
• Counseling to enroll seniors in college level remedial English and mathematics courses
• Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
• Focus on FACTS.org as planning tool for college and technical school enrollment
• Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
• Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice
• Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

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:	Based on 2012 FCAT data, 43% (310) of students tested achieved FCAT Level 3. This was a 5% increase in the percentage meeting proficiency from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 43% (310) of students tested achieved proficiency (FCAT Level 3). This was a 5% increase in the percentage meeting proficiency from 2011.	It is expected that Lely High School will increase the percentage of students achieving a Level 3 on the reading portion of the FCAT to 63% (494).

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	1a.1. Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs	1a.1. 1a. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 1b. Lesson plans (DOK template), available upon request; instruction will reflect differentiated instruction based on careful data analysis. 1c. School-level data chats as needed for target students: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (AVID*) (*Student-Led Conferences) are held routinely.	1a.1. Reading Coach and CTEM Administrators	1a.1. Meet with grade level data teams to analyze data from common assessments, determine if instruction/ intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	1a.1. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. CTEM evaluations and conferences. Data Chats recorded. Assessment Results
	1a.2. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.2. 2a.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	1a.2. Reading Coach and CTEM Administrators	1a.2. 2a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 2b. Utilize a variety of assessments, including	1a.2. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and

	2		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. 2b. Targeted students will identify an individual goal for achieving a level 3 or 4 on the scale. The teacher will note area, goal, or benchmark during student conference and assist student with process. The student will demonstrate successful mastery of the standard/benchmark, then identify a new goal if appropriate.. 2c. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/ benchmarks. 2d. During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)		but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 2c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	teacher. Embedded Assessments Formative and Summative Assessment Results
		1a.3. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. TE will infuse Intertextual Triads into all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently. TE will utilize "close reading" and other tools to prepare	1a.3. Reading Coach, and CTEM Administrators	1a.3. 3a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 3b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual	1a.3. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Common

3		students for complex text reading. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. TE use of close reading across all content will be monitored through CTEM classroom observations and study of lesson plans (DOK template)(available upon request). (See CTEM alignment.)		Triads.	Summative assessments and Embedded Assessments

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:	The results of the 2012 FAA Reading Test indicate that 3 or 60% of students with significant cognitive disabilities received a level 4, 5 or 6 in reading proficiency. Based on 2012 FAA data, 100%(5) of students tested achieved FAA levels of 4, 5, or 6. This was a 20% increase in the percentage meeting proficiency from 2011. Achieved Level. Raw scores for proficiency are as follows: Level 4 (63-69), Level 5(70-84), Level 6 (85-98) Based on 2012 FAA data, 100%(5) of students tested achieved FAA levels of 4, 5, or 6. This was a 20% increase in the percentage meeting proficiency from 2011. Achieved Level. Raw scores for proficiency are as follows: Level 4 (63-69), Level 5(70-84), Level 6 (85-98)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 60% (3) of students tested achieved proficiency (FAA levels 4,5,6). This was a 20% increase in the percentage meeting proficiency from 2011.	It is expected that 64% of students tested will achieve a level 4-6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide Universal Design Lessons (UDL) based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary	1b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons

1		the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.			UNIQUE Goals, Preferences, Skills (GPS) Raz Kids Discrete Trial Trainer My Reading Coaches CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	1b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	1b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	1b.2. Assistive Technology Evaluation ULS: AT Decision Guide CTEM
3	1b.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	1b.3. Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	1b.3. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	1b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on 2012 test data, 24% (174) students achieved FCAT levels 4 or 5 on the reading portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 24% (174) of students tested achieved FCAT Level 4+. This was a 5% increase from 2011.	It is expected that Lely High School will increase the percentage of students achieving a Level 4 or 5 on the reading portion of the FCAT to 26% (204 students)

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
	2a.1. Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	2a.1. 1a. Language Arts TE will infuse Intertextual Triads into all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional	2a.1. Reading Coach and CTEM Administrators	2a.1. 1a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	2a.1. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by

1		units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads (Language Arts Teachers). Teachers will be accountable for triads across all content will be monitored through CTEM classroom observations and study of lesson plans (DOK template), (available upon request). (See CTEM alignment.)		1b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	FCAT 2.0 Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments
2	2a.2. 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.	2a.2. 2a. During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2b. Lesson plans (DOK template), (available upon request) and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats for targeted students: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (AVID*) (*Student-Led Conferences) are held routinely.	2a.2. Reading Coach and CTEM Administrators	2a.2. Meet with grade level data teams to analyze data from common assessments, determine if instruction/ intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	2a.2. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. CTEM evaluations and conferences. Data Chats recorded. Assessment Results
	2a.3. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a.3. 3a. Targeted students will write a contract for achieving a 4 on the scale, identifying the specific mastery-level work they will complete to demonstrate exemplary standard/benchmark success. 3b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so	2a.3. Reading Coach and CTEM Administrators	2a.3. 3a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 3b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking.	2a.3. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

3		students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/ benchmarks. 3c. During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)		3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	

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:	The results of the 2012 FAA Reading Test indicate that 40% (2) of students with significant cognitive disabilities received a level 7 or 8 in reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 40% (2) of students tested achieved high proficiency (FAA levels 7, 8).	It is expected that Lely High School will maintain the percentage of students achieving a Level 7, 8 on the reading portion of the FAA.

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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	2b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.1. Progress Monitoring Data-collected through Pre-and Post-test Monthly Benchmark Assessments Conduct walkthroughs and observations and provide specific feedback to teachers, Collect data using common formative assessments,	2a.3 Quarterly Assessment Data – Disaggregated by item complexity rating 2b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

2	2b.2. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	2b2. Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	2b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)
3	2b.3 Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	2b.3 Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	2b.3 Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	2b.3 Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	2b.3 Assistive Technology Evaluation ULS: AT Decision Guide CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on 2012 test data, 63% (413 students) showed learning gains. This was a 19% increase from the prior year's test data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 63% (413) of students tested made learning gains.	It is expected that the percentage of students making learning gains on FCAT Reading will increase to 67% (486 students).

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	3a.1. Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	3a.1. 1a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning instructional decisions. Meeting minutes will reflect critical analyses. 1b. Lesson plans (DOK template), (available upon request) and instruction will reflect differentiated instruction based on careful data analysis. 1c. School-level data chats for targeted students: administrator to teacher or team (2x	3a.1. PLC Leaders; Reading Coach; CTEM Administrators	3a.1. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	3a.1. Quarterly Assessment Data – Disaggregated by item complexity rating CTEM evaluations and conferences. Data Chats recorded. Assessment Results

			each month); teacher to student (a minimum of 1x quarterly); student to parent (AVID*) (*Student-Led Conferences) are held routinely. 1d. During PLCs, TE will triangulate data to determine appropriate interventions and supports.			
2	3a.2. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking.	3a.2. 2a. Teachers will utilize a minimum of 50% non-fiction/ informational text for instruction. Using the close reading model in Language Arts classes with intertextual triads, and Social Studies with DBQs, students will build analytic and evaluative thinking and comprehension strategies. 2b. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), Language Arts with intertextual triads, Social Studies with DBQs, students will build analytic and evaluative thinking and comprehension strategies. 2c. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and Intertextual Triads into all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional units,.Teachers will be accountable for implementing professional learnings. 2d. Quarterly Assessment Data –Disaggregated by item complexity rating TE use of close reading across all content will be monitored through CTEM classroom observations and study of lesson plans (DOK template), (available upon request). (See CTEM alignment.)	3a.2. PLC Leaders; Reading Coach; CTEM Administrators	3a.2. 2a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 2b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	3a.2. Quarterly Assessment Data – Disaggregated by item complexity rating Common Summative assessments and Embedded Assessments
	3a.3. Lessons do not routinely incorporate tasks,	3a.3. 3a.Teachers will be supported by building	3a.3. PLC Leaders; Reading Coach;	3a.3. 3a. Utilize the Reading Coach and the coaching	3a.3. Quarterly Assessment Data –

3	opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. 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. 3b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 3c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.) 3d. During small group guided practice (Gradual Release Model-GRM) TE will explain the learning goal and scale to students and assist in setting individual goals to demonstrate successful mastery of the standard/ benchmark.	CTEM Administrators	cycle, designating time to debrief and discuss observations and plan for next steps. 3b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

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.	The results of the 2011-2012 FAA Reading scores indicate that 0% of the students made learning gains. Our goal for the 2012-2013 school year is to increase to 10% (1 student) Commended Level: Level 7 (99-110), Level 8 (111-126),

Reading Goal #3b:	Level 9 (127-144) Achieved Level: 4 (63-69), Level 5(70-84), Level 6 (85-98) Emergent Level: 1(0-25), Level 2(25-40), Level 3 (40-62.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2011-2012 FAA Reading scores indicate that 0% of the students made learning gains.	Our goal for the 2012-2013 school year is to increase to 10% (1 student)

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	3b.1. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable responses.	3b.1. Professional Learning Communities will focus professional learning activities on: a) Incorporating modes of communication in IEP development. b) Identifying a variety of communication tools/strategies based on individual student needs for instructional presentation, responses and engagement.	3b.1. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team , IEP Team Members	3b.1. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	3b.1. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
2	3b.2. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	3b.2. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	3b.2. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	3b.2. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.2. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
3	3b.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, applying the reading process, and interpreting information.	3b.3 Teachers will provide explicit instruction and practice in the use of text features to: locate information, compare details from informational sources, complete sequenced directions, and analyze information in graphs/charts.	3b.3. Principal, Assistant Principal, Reading Coaches, Literacy Leadership Team, IEP Team Members	3b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on 2012 test data, 65% of the lowest 25% made learning gains which is a 26% increase since the prior school year's test data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 test data, Lely High School increased in the percentage of students in the lower 25% making gains from 39% to 65%.	It is expected that the percentage of students in the lower 25% making learning gains will increase to 69% in the 2013 test data.

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	4a.1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	4a.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. 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. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/ benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See	4a.1. Reading Coach; CTEM Administrators	4a.1. 1a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 1b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 1c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	4a.1. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

			CTEM alignment.) 1d. During small group guided practice (GRM) TE will explain scale to students and assist in setting individual goals to demonstrate standard/benchmark success. Conduct monthly data chats with targeted individual students in the ELA and ELL classrooms. Targeted students will include all students in Intensive LA or Reading classes. Other classrooms will target lowest quartile students who are struggling in class. Each student will identify a level to achieve and identify the actions he/she must take to achieve the level. Students will chart their progress toward the goal, modifying goal as appropriate. Provide small group guided practice/scaffolded support daily or as needed (OPM)			
2	4a.2. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking.	4a.2. 2a. TE will model and provide direct instruction in the use of a reading strategies to access a variety of content and genres, infusing Intertextual Triads into all Language Arts and Social Studies (specifically DBQs, Document Based Questions) into instructional units as appropriate. Through differentiated instruction and multi- tiered supports, TE will scaffold support for meeting high expectations. 2b. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model , Intertextual Triads into all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional units, students will build analytic and evaluative thinking and comprehension strategies. 2c. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study	4a.2. Reading Coach; CTEM Administrators	4a.2. 2a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 2b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	4a.2. Quarterly Assessment Data – Disaggregated by item complexity ratingrating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments

		and/or coaching support in the use of the close reading model and Intertextual triads. Teachers will be accountable for implementing professional learnings. 2d. TE use of close reading and across all content will be monitored through CTEM classroom observations and study of lesson plans (DOK template), (available upon request). (See CTEM alignment.)			
3	4a.3. 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.	4a.3. 3a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 3b. Lesson plans (DOK template), (available upon request) and instruction will reflect differentiated instruction based on careful data analysis. 3c. School-level data chats for targeted students: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (AVID*) *Student-Led Conferences are held routinely. 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	4a.3. Reading Coach; CTEM Administrators	4a.3. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	4a.3. Quarterly Assessment Data – Disaggregated by item complexity ratingrating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. CTEM evaluations and conferences. Data Chats recorded. Assessment Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In six school years Lely will move from a 55% target to a 78% target.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	67%	70%	74%	

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:	Based on 2012 test data, there were 5 subgroups that did not meet AYP in reading. Those subgroups included White, Black, Hispanic, SWD, and Economically Disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:68%(153 students) Black:26%(41 students) Hispanic: 34%(101 students) Asian: 100% (3 students) American Indian: 17% (1 student) ELL: 26% (87 students) SWD: 19% (20 students) Econ.Dis.: 33% (154 students)	White:79%(211 students) Black:46%(80 students) Hispanic:56%(183 students) Asian: 100% (5 students) American Indian: 58% (2 students) ELL: 27% (33 students) SWD: 40% (201 students) Econ.Dis.: 52% (265 students)

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	5B.1. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking.	5B.1. 1a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model, Intertextual Triads in all Language Arts and Social Studies (specifically DBQs, Document Based Questions) classrooms, students will build analytic and evaluative thinking and comprehension strategies. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and Intertextual triads. Teachers will be accountable for implementing professional learnings. 1c. TE use of close reading and be monitored through CTEM classroom observations and study of lesson plans (DOK template), (available upon request). (See CTEM alignment.) 1d. All Students: Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. Asian, African-American, Hispanic, American Indian, White, Ec. D.: TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to	5B.1. Reading Coach and CTEM Administrators	5B.1. 1a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 1b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	5B.1. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments

			closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 1e. SWD: TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction) . Provide lesson plans (DOK template), (available upon request) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices. 1f. ELL: TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.			
2	5B.2. 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.	5B.2. 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. All Students: Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c.Asian, African-American, Hispanic, American Indian, White, and Ec.Dis.: TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2d. SWD: TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans(DOK template),	5B.2. Reading Coach and CTEM Administrators	5B.2. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	5B.2. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. CTEM evaluations and conferences. Data Chats recorded. Assessment Results

		(available upon request) to increase ESE teacher remediation/ differentiation/accommodation opportunities in daily instructional practices. 2e. ELL: TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.			
3	5B.3. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5B.3. 3a. Targeted students: Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group 3b. All Students: Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students may chart their progress toward the goal. 3c. Asian, African-American, Hispanic, American Indian, White, Ec.Dis.: TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs. 3d. SWD: TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills differentiated materials/ instruction). Provide lesson plans(DOK template), (available upon request) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices. 3e. ELL: TE will conference individually with students to determine needs relative to language acquisition and develop a language/vocabulary journal specific to student's needs.	5B.3. Reading Coach and CTEM Administrators	5B.3. 3a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 3b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	5B.3. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of English language learners (ELL) achieving level 3 or higher on the 2013 FCAT in reading will increase from 26%(27) to 33%(31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 test data, 26% (27) ELL students achieved a FCAT Reading Level of 3 or higher.	It is the goal that 33% (31) ELL students will achieve a FCAT Reading level of 3 or higher in 2013.

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	5C.1. ELL Students come to school with limited background knowledge and are unable to connect to the curriculum in language arts and content areas.	5C.1. 1a. Professional Development for teachers in the SIOP model to effectively build students' background knowledge. 1b. Increase use of visual aids prior to introduction of unit. 1c. Developmental language acquisition in sheltered instruction classroom. 1d. ELL tutors in core classes. 1e. Content-area daily fluency instruction 1f. Individualize instruction and enrichment through the After-School Remediation Tutoring	5C.1. Reading Coach; ELL Tutors; CTEM Administrators	5C.1. Coaches &/or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.	5C.1. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided.
2	5C.2. ELL students have very limited vocabulary. Understanding the meaning of text can be challenging.	5C.2. 2a. Provide explicit vocabulary instruction. 2b. Developmental language acquisition in sheltered instruction classroom. 2c. ELL tutors in core classes. 2d. Use of explicit graphic organizers to assist with reading comprehension. 2e. Development of interactive word walls in all ELL sheltered classroom and content classrooms.	5C.2. Reading Coach; ELL Tutors; CTEM Administrators	5C.2. Coaches &/or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.	5C.2. During observations, administrators will utilize CTEM to monitor checks for understanding as a routine part of the lesson. Administrators will check 1-3 student journals/notebooks to determine that systematic and regular feedback is being provided by looking for notes to students and corrections / revisions made to papers.

	3	5C.3. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5C.3. 1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students may chart their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	5C.3. Reading Coach; ELL Tutors; CTEM Administrators	5C.3. 3a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 3b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 3c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	5C.3. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results
	4	5C.4. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking.	5C.4. 4a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model with Intertextual Triads in all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional units, students will build analytic and evaluative thinking and comprehension strategies. 4b. TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 4c. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional	5C.4. Reading Coach; ELL Tutors; CTEM Administrators	5C.4. 4a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 4b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	5C.4. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments

		learnings.			

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:	Based on 2012 test data, the Students With Disabilities subgroup did not make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 test data, 19% (20 students) achieved proficiency.	It is expected that 27% (34 students) will achieve proficiency in 2013.

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	5D.1. SWD are often limited in their background knowledge and are unable to connect to the content curriculum. 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.	5D.1. 1a. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction). 1b. Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 1c. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 1d. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (elementary and AVID) (Student-Led Conferences) are held routinely.	5D.1. Teachers of students with disabilities, Reading Coach, RtI/ESE Specialist, CTEM Administrators	5D.1. 1a. Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills 1b. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	5D.1. Quarterly Assessment Data –Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Evaluate prior knowledge (pre-test) Students' notebooks/journals/Exit Tickets Lesson Plans
2	5D.2. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5D.2. *See Strategies from Leveled Groups previously mentioned 1a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 1c. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction).	5D.2. Teachers of students with disabilities, Reading Coach, CTEM Administrators	5D.2. 2a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 2b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 2c. Check students'	5D.2. Quarterly Assessment Data –Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

		Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.		level of understanding through discussion and higher-order questioning; adjust instruction based on need	
3	5D.3. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking.	5D.3. 3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-12), in grades K-2 through Read-Alouds and in grades 3-12 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/ instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/ differentiation/ accommodation opportunities in daily instructional practices. 3c. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3d. TE use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. (See CTEM alignment.)	5D.3. Teachers of students with disabilities, Reading Coach, CTEM Administrators	5D.3. 3a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 3b. Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	5D.3. Quarterly Assessment Data –Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments

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:	Based on 2012 test data, the Economically Disadvantaged Subgroup did not make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 test data, 33%(154 students) achieved proficiency.	It is expected that the percentage of students who achieve proficiency in this subgroup will increase to 40% (201 students) will achieve proficiency in 2013. This number of students needs revision.

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
	5E.1. Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.knowledge and are unable to connect to	5E.1. 1a. TE will maintain data by classroom / period in order to identify issues specific to that group of students. As data uncovers specific barriers to closing the achievement	5E.1. Reading Coach, CTEM Administrators	5E.1. 1a. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 1b. Examine students'	5E.1. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0

	1	the content curriculum, particularly if they were served in a self-contained setting in their elementary or middle school years.	gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 1b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 1c. TE use of close reading across all content areas will be monitored through CTEM classroom observations and study of lesson plans (DOK template), (available upon request). (See CTEM alignment.) 1d. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model with Intertextual Triads in all Language Arts and Social Studies (specifically DBQs, Document Based Questions) instructional units, students will build analytic and evaluative thinking and comprehension strategies.		work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads.	Benchmarks for each student and teacher. Common Summative assessments and Embedded Assessments
	2	5E.2 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.	5E.2 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining empirical as well as assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to	5E.2 Reading Coach, CTEM Administrators	5E.2 Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	5E.2 Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. CTEM evaluations and conferences. Data Chats recorded. Assessment Results

			closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2d. Lesson plans (DOK template), (available upon request) and instruction will reflect differentiated instruction based on careful data analysis. 2e. School-level data chats as needed for targeted students: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (AVID*) (*Student-Led Conferences) are held routinely.			
3	5E.3. Students do not come prepared for school due to lack of resources at home.	5E.3. Provide students and parents resources i.e. paper, pencils, etc. through the parent resource room.	5E.3. Title I contact, Parent contact, CTEM Administrators	5E.3. Student work, improved grades and attendance Parent/student participation at parent workshops, parent resource center log	5E.3. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly
4	5E.4. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	5E.4. 4a. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 4b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. 4c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs. 4d. Teachers will use learning goals with	5E.4. Reading Coach, CTEM Administrators	5E.4. 4a. Utilize the Reading Coach and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 4b. Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments. Include short and extended response opportunities for students to integrate writing to explain their thinking. 4c. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need	5E.4. Quarterly Assessment Data – Disaggregated by item complexity rating and Benchmark Tests disaggregated by FCAT 2.0 Benchmarks for each student and teacher. Embedded Assessments Formative and Summative Assessment Results

		accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/ benchmarks. 4e. During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale. (See CTEM alignment.)			

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
Achieve3000 for Fluent-striving Readers - Follow-up	10th Grade Intensive Reading Classes	Heather Parks, Elizabeth Ihle, Gayle Nance	ELA: English II/Intensive Reading Grade 10	September 28 at Lely High - 2 periods/teacher	Check Achieve3000 website for minutes completed / class and movement through program.	Reading Coach: Gayle Nance
Reading Coherence Model (RCM)	All teachers, all subject areas	Reading Coach: Gayle Nance	School-wide	Pre-Planning Week Early Release Day: Sept.19	Each PLC selects, with guidance, 4 FCAT tested benchmarks. PLCs are visited for clarification, assistance, and monitoring as needed. Lessons plans should indicate strategies covered in class.	P: L. Ricciardelli; APC: E. Keegan; APD: J. Ferrell; Dean: C. Calderon; Reading Coach: G. Nance; Math Coach: K. Schwartz; Science Coach: M. Coleman
Data Chat Protocols	All teachers, all subject areas	APC: Ellen Keegan; Dean: Clara Calderon; Reading Coach: Gayle Nance; Math Coach: Kera Schwartz; Science Coach: Missy Coleman	School-wide	Early Release Days	Teachers will have Data Chats with selected students in their classrooms. Events or Data Chats (conferences) will be documented in Data Warehouse.	APC: Ellen Keegan; Dean: Clara Calderon; Reading Coach: Gayle Nance; Math Coach: Kera Schwartz; Science Coach: Missy Coleman

Intertextual Triads	Language Arts / all grades	District Staff: Paul Holimon,Heather Parks, Elizabeth Ihle; Reading Coach: Gayle Nance; ELA Chair: Linda Crown	ELA and ELL teachers	District Inservice Day; ELA Team Meetings - both ER days and afternoon meetings; 2nd, 3rd, and 4th Quarters minimum 1/ Quarter	Group discussion on Triads, grades posted in eSembler, sharing of student work in meetings or with coach/ dept. chair.	Reading Coach: Gayle Nance ELA & ELL Chair: Linda Crown & Anna Bowe; APC: Ellen Keegan

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Tutoring/testing support	Staffing Allocations/Transportation	Title 1	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ACT Prep/Testing Practice	Transportation/Staffing Resources	Title 1	$3,000.00
			Subtotal: $3,000.00
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: $7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Listening/Speaking will increase by at least an additional 4% as measured by spring CELLA assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
19% (20) ELL students are scoring proficient in Listening/Speaking in grades 9th-12th at Lely High School as determined by the 2011-2012 spring CELLA assessment.	
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 with limited background knowledge of US cultural norms and content specific	Through the implementation of common core standards, ELL students	Language Arts and/or ELL teacher, ELL Contact and	Classroom Walk Throughs from Administrators and coaches to observe:	Teacher created rubrics - keeping in mind various readability levels-

1	vocabulary having difficulty in understanding oral language.	will be exposed to rigorous grade level expectations in the areas of Listening/Speaking to: Prepare dialogues and participate in collaborative conversations with diverse partners about grade level topics in small and large groups; Build on others' talk conversations by responding to the comments of others through multiple exchanges; Ask questions to clear up any doubts about key details in a text read aloud or information presented orally or thorough other media.	Reading coach.	Teachers and coaches will provide students with opportunities to write short/long dialogues using key vocabulary learned and present orally using different settings and scenarios. Students will have oral dialogue presentations and the teachers will use the rubrics created to determine students' effectiveness. Students can also evaluate other students on their presentations and the teacher may consider the students' evaluations as part of the overall evaluation process.	and Spring CELLA assessment.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 academic year, the percentage of LY students proficient in Reading will have increased in at least 4% as measured by spring CELLA assessment.
2012 Current Percent of Students Proficient in reading:	
7% (8) ELL students are scoring proficient in Listening/Speaking in grades 9th-12th at Lely High School as determined by the 2011-2012 spring CELLA assessment.	

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
	ELL students experience delays in acquisition of reading skills due to the limited vocabulary, limited experience to build background knowledge, limited English usage in the home, and in many cases, illiteracy in the home.	Through the implementation of common core standards, ELL students will be exposed to rigorous grade level expectations in the area of Reading. Teachers will make sure that students: 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. Identify key vocabulary	Language Arts and/or ELL teacher, ELL Contact and Reading coach will monitor	Classroom Walk Throughs from administrators and coaches to observe: Teachers explaining prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. Teaching specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. Reading coaches monitor teachers'	Teacher-made test, Fluency rubric spring CELLA assessment and /or FCAT test results

1		words to connect meaning to comprehension. Use Reading for comprehension strategies such as: Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading/ Thinking Activity (DRTA), anticipation and double entry journals. Use scaffolding strategies necessary for students to read for understanding and comprehension. Utilize paraphrasing and fluency activities to improve reading comprehension.		implementation of opportunities for students to read aloud, to respond to comprehension questions and to talk about their responses writing short dialogues. Teachers utilize fluency rubrics to determine the effectiveness of strategy. Coaches monitor teachers' utilization of rubrics.	

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-13 academic year, the percentage of ELL students proficient in Writing will increase by 4% as measured by spring CELLA assessment.
2012 Current Percent of Students Proficient in writing:	
11% (12)ELL students are scoring proficient in Writing in grades 9th-12th at Lely High School as determined by the 2011-2012 spring CELLA assessment.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students not given opportunity to have authentic conversation and evaluation of their own and other's writing	Students will have opportunities to: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, comparing language uses for similar contexts. Identify & analyze different perspectives & language references.	Language Arts and/or ELL teacher, ELL Contact and Writing teacher	Classroom Walk Throughs to observe: Structure of multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills and Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.	Teacher created rubrics and 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
Paraprofessional		Title 1 Basic Funds	$29,624.65
			Subtotal: $29,624.65
			Grand Total: $29,624.65

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2012 FAA Math Test indicate that 3 or 60% of students with significant cognitive disabilities received a level 4, 5 or 6 in math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 60% (3) of students tested achieved proficiency (FAA levels 4,5,6). This was a 20% increase in the percentage meeting proficiency from 2011.	It is expected that Lely High School will maintain the percentage of students achieving a Level 4, 5, 6 on the math portion of the FAA.

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	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	1b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	1b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
	1b.3	1b.3.	1b.3	1b.3.	1b.3.

3	Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 FAA Math Test indicate that 2 or 40% of students with significant cognitive disabilities received a level 7,8 in math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 40% (2) of students tested achieved high proficiency of 7,8	It is expected that Lely High School will maintain the percentage of students achieving a Level 7,8 on the math portion of the FAA .

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	2b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation.	2b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
	2b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of	2b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP	2b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for	2b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide

2	communication, or provide consistent, understandable or readable (discernible) responses.	development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.		group/individual student needs.	CTEM
3	2b.3 Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	2b.3. a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	2b.3 Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
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:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 FAA Math Test indicate that 1 or 20% of students with significant cognitive disabilities increased one level to a level 4 in math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 100% (5) of students tested achieved proficiency level 4 or above. This was a 20% increase in the percentage meeting proficiency from 2011.	It is expected that Lely High School will maintain the percentage of students achieving a proficient level on the math assessment.

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	3b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	3b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the	3b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

		options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation			CTEM
2	3b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	3b.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for math computation.	3b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	3b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	3b.3. Students lack practice in utilizing informational text as it applies to gaining information from math applications, problem solving and interpreting information.	3b.3. a) Teachers will adapt and modify classroom work to be consistent with academic functioning as outlined in the IEP b) Teachers will differentiate materials and instruction, and will work in centers, small groups or individually to support improved math skills c) Teachers will incorporate IEP goals into lesson plans to support remediation, differentiation, and accommodations in daily math instruction.	3b.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	3b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	3b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of students scoring at Achievement Level 3 on the 2013 Algebra 1 EOC will increase from 36% (102) to 40% (138).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (102)	40% (138)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. 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. 1b. Teachers will use LGs with accompanying scales (0-4) to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to determine understanding of the LG and scale.	Academic Coaches District Staff Administrators	1a. Utilize academic coaches and the coaching cycle, designating time to debrief, discuss observations and plan next steps. 1b. Check student level of understanding through discussion and higher-order questioning; adjust instruction according to need. 1c. Conduct walk-throughs and observations to provide specific feedback to teachers	Quarterly Assessment Data Cornell Notes Check for Understanding CTEM Common Formative Assessments
2	1.2 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.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Meeting minutes will reflect critical analyses. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data	Principal APC Academic Coaches	2a. Meet with content specific teachers to analyze data and test items from common assessments, adjust instruction as needed. 2b. Implement Data Chats for the purpose of goal setting and reviewing data. Revisit data periodically to determine if goal has been met.	Quarterly Assessment Data Common Formative Assessments Data Chats

		analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly)		2c. Review and use data to drive instructional process and help provide enrichment or interventions activities that support mastery of benchmarks.	
3	1.3. Content instruction often does not include specific strategies for accessing the text to build comprehension.	3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.	Principal APC Academic Coaches District Staff	3a. Utilize agreed upon, research based effective strategies. 3b. Participate in Professional Development opportunities to establish best practices for math instruction. 3c. Utilize agree upon research based reading strategies. 3d. Check student's level of understanding through discussion and higher order questioning then adjust instruction accordingly.	Quarterly Assessment Data CTEM HOTS Check for 3 Agile Mind Professional Development Lesson Plans Cornell Notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The number of students scoring at or above Achievement Level 4 on the 2013 Algebra 1 EOC will increase from 11% (30) to 12% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (30)	12% (42).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2.1. 1a.Teachers will be supported by building coaches and district staff to utilize standards/benchmarks and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. 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. 1b. Teachers will use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that learning goal (LG) is specific to the standard/benchmark, is posted and in student-friendly language and that the scale (0-4) is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. Administrators will interview 1-3 students to	Principal APC Academic Coaches District Staff	2.1. 1a. Utilize academic coaches and the coaching cycle, designating time to debrief, discuss observations and plan next steps. 1b. Check student level of understanding through discussion and higher-order questioning. 1c. Conduct walk-throughs and observations to provide specific feedback to teachers	2.1 Quarterly Assessment Data Cornell Notes Check for Understanding CTEM Student Notebooks

		determine understanding of the LG and scale. 1d. Students will be expected to achieve a 4 on the scale by extending their learning. TE will work with high achieving students to identify specific work that will meet the requirements.			
2	2.2. 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.	2a. Data Teams will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. Completion of Data Team Template will reflect critical analyses. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent. 2c. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis	Principal APC Academic Coaches	2a. Meet with content specific teachers to analyze data and test items from common assessments, adjust instruction as needed. 2b. Implement Data Chats for the purpose of goal setting and reviewing data. Revisit data periodically to determine if goal has been met. 2c. Review and use data to drive instructional process and help provide enrichment or interventions activities that support mastery of benchmarks. 2d.Use a variety of assessments, including but not limited to formative, summative and performance-based assessments.	Quarterly Assessment Data Common Assessments Data Team Meetings Data Chats Review Guides Practice EOC Exams
3	2.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	2.3 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. *Note: in using the RCM, consider that text drives the selection of strategies for accessing the text. There will be times when the recommended strategy/benchmark is not appropriate to the text. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b. Teachers will be provided professional learning opportunities such as online classes,	Principal APC Academic Coaches District Staff	2.3 3a. Utilize agreed upon, research based effective strategies. 3b. Participate in Professional Development opportunities to establish best practices for math instruction. 3c. Check student's level of understanding through discussion and higher order questioning.	2.3 Quarterly Assessment Data Cornell Notes Check for 3 Agile Mind Professional Development Lesson Plans CTEM

		evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. Teachers will be accountable for implementing professional learning. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. 3d. Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate, using text to answer and reinforce teacher and student-posed questions and theories.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The percent of students not making satisfactory progress on the 2013 Algebra 1 EOC in each ethnic subgroup will increase as follows: White 64% (59) to 68% (71) Black 28% (19) to 35% (27) Hispanic 44% (48) to 50% (79)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (59) Black: Black 28% (19) Hispanic: 44% (48)	White: 68% (71) Black: 35% (27) Hispanic: 50% (79)

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
	3B.1.	3B.1.	3B.1.	3B.1. 1a. Sort assessment	3B.1. Quarterly

	1	Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	*See Strategies from Leveled Groups previously mentioned 1a. For all sub-groups, provide leveled instruction as appropriate. Monitor progress a minimum of once every 2 weeks using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. During daily guided practice, students will indicate their progress toward the goal. 1c. TE will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.	Principal APC Academic Coaches	results by sub-group and evaluate for learning gaps. 1b. Review and utilize test data to guide instruction and Tier 1 interventions. 1c. Set goals with student and review individual student dat	Assessment Data Webb's DOK Data Chats
	2	3B.2 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.	3B.2 *See Strategies from Leveled Groups previously mentioned 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will	3B.2 Principal APC Academic Coaches	3B.2 2a. Utilize a variety of assessments including formative, summative and performance based. 2b. Review and utilize test data to guide instruction and Tier 1 interventions. 2c. Collect data using Data Warehouse	3B.2 Quarterly Assessment Data Data Warehouse Lesson Plans Formative and Summative Assessment data PLC Notes

		identify appropriate differentiated instructional strategies to remove the barrier.			
3	3B.3 Content instruction often does not include specific strategies for accessing the text to build comprehension.	3B.3 *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier	3B.3 Principal APC Academic Coaches	3B.3 3a. Check student level of understanding through discussion and higher-order questioning. 3b. Collect data using Data Warehouse 3c. Compare Formative and Summative assessment data to identify students that may require reteaching of key concepts or skills.	3B.3 Quarterly Assessment Data Common Assessment Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The percent of English Language Learners (ELL) making satisfactory progress on the 2013 Algebra 1 EOC will increase from 36% (48) to 42% (28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (48)	42% (28)

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
	3C.1 Lessons do no routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/benchmark.	3C.1 *See Strategies from Leveled Groups previously mentioned 1a. For all sub-groups, provide leveled instruction as appropriate. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of	3C.1 Principal APC Academic Coaches	3C.1 1a. Sort assessment results by sub-group and evaluate for learning gaps. 1b. Review and utilize test data to guide instruction and Tier 1 interventions. 1c. Set goals with student and review individual student data	3C.1 Quarterly Assessment Data Webb's DOK Data Chats CTEM PLC Notes

1		the standard/ benchmark. During daily guided practice, students will indicate their progress toward the learning goal through a check for understanding that will guide further instruction. 1c. Teacher will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.			
2	3C.2 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.	3C.2 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations	3C.2 Principal APC Academic Coaches,	3C.2 2a. Utilize a variety of assessments including formative, summative and performance based. 2b. Check student level of understanding through discussion and higher-order questioning. 2c. Utilize SIOP strategies in class	3C.2 Quarterly Assessment Data Observations Common Assessment Data PLC Notes
3	3C.3 Content instruction often does not include specific strategies for accessing the text to build comprehension.	3C.3 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3c.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text	3C.3 Principal APC Academic Coaches	3C.3 3a. Check student level of understanding through discussion and higher-order questioning. 3b. Utilize agreed upon, research-based effective teaching strategies. 3c. Conduct walkthroughs and observations and provide specific feedback to teachers	3C.3 Lesson Plans Observations Common Summative Assessments

		to answer and reinforce teacher and student-posed questions and theories.			

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The percent of Students with Disabilities (SWD) making satisfactory progress on the 2013 Algebra EOC will increase from 30% (18) to 37% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (18)	37% (29)

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	3D.1 Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	3D.1 1a. For all sub-groups, provide leveled instruction as appropriate. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal. Students' graphing their progress provides a check for understanding to inform instruction. 1c. Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	3D.1 Principal APC Academic Coaches Inclusion Teachers	3D.1 1a. Teacher will sort assessment results by sub-group and evaluate for learning gaps. 1b. Provide tiered interventions to assist in mastery of grade-level benchmarks. 1c. Provide ESE support to assist students in mastery of standards/benchmarks.	3D.1 Quarterly Assessment Data Lesson Plan Webb's DOK Observations IEP's
2	3D.2 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.	3D.2 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading and math skills	3D.2 Principal APC Academic Coaches	3D.2 2a. Utilize a variety of assessments including formative, summative and performance based. 2b. Check student level of understanding through discussion and higher-order questioning. 2c. Utilize ESE inclusion teacher to develop strategies to support reading, writing and math skills	3D.2 Quarterly Assessment Data PLC Notes Common Assessment Data Lesson Plans Observations

		(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.		in classroom.	
3	3D.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	3D.3 *See Strategies from Leveled Groups previously mentioned 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading and math skills (differentiated materials/instruction). Provide lesson plans to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3c.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.	3D.3 Principal APC Academic Coaches	3D.3 3a. Check student level of understanding through discussion and higher-order questioning. 3b. Utilize ESE inclusion teacher to develop strategies to support reading, writing and math skills in classroom. 3c. Conduct walkthroughs and observations and provide specific feedback to teachers	3D.3 Quarterly Assessment Data Lesson Plans Observations CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The percent of Economically Disadvantages students making satisfactory progress on the 2013 Algebra 1 EOC will increase from 39% (75) to 45% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (75)	45% (112)

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	3E.1 Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	3E.1 1a. For all sub-groups, provide leveled instruction as appropriate. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. During daily guided practice, students	3E.1 Principal APC Academic Coaches	3E.1 1a. Teacher will sort assessment results by sub-group and evaluate for learning gaps. 1b. Check level of understanding through discussion and higher order questioning. 1c. Set goals with student and review individual student data.	3E.1 Quarterly Assessment Data Common Assessments Webb's DOK Data Chats

			will indicate their progress toward the learning goal through a check for understanding that will guide further instruction. 1c. Teacher will conference individually with students to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs.			
2	3E.2 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.	3E.2 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier.	3E.2 Principal APC Academic Coaches	3E.2 2a. Utilize a variety of assessments including formative, summative and performance based. 2b. Meet with content specific teams to analyze data and test items from common assessments	3E.2 Quarterly Assessment Data Lesson Plans PLC Notes Data Warehouse
3	3E.3 Content instruction often does not include specific strategies for accessing the text to build comprehension.	3E.3 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier. 3c. Teachers will teach students the process of	3E.3 Principal APC Academic Coaches	3E.3 3a. Check student level of understanding through discussion and higher order questioning. 3b. Collect data from Data Warehouse. 3c. Conduct walkthroughs and observations and provide specific feedback to teachers.	3E.3 Quarterly Assessment Data Data Warehouse Lesson Plans Observations

		model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.			

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percent of students that will score at achievement Level 3 on the Geometry End-of-Course Exam will be 34%
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Assessment	34% (111)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Checks for understanding are not used or are used inappropriately in many classrooms.	1.1 1a.Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b.Utilize monitoring strategies such as exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. 1c.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	1.1 Academic Coaches District Staff Administrators	1.1 1a.Utilize agreed upon, research-based effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning;adjust instruction based on need.	1.1 Quarterly Benchmark Assessments Lesson Plans CTEM Exit Slips Cornell Note
	1.2. Data-driven planning, instruction and communication have not become uniform	1.2 2a. Professional Learning Communities will meet 2 times each month for the specific	1.2 Principal APC	1.2 2a.Collect data using common formative assessments 2b.Provide tiered	1.2 Quarterly Benchmark Assessments

2	practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b.During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration. 2c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Academic Coaches	interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven idecisions. 2c.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	Common Formative and Summative Assessments Lesson Plans PLC Notes Embedded Assessments
3	1.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	1.3 3a.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3c.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.	1.3 Principal APC Academic Coaches	1.3 3a.Utilize agreed upon, research-based effective teaching strategies. 3b.Conduct walkthroughs and observations and provide specific feedback to teachers. 3c.Check student's level of understanding through discussion and higher order questioning.	1.3 Quarterly Benchmark Assessments CTEM Lesson Plans Administrator's 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percent of students that will score at or above achievement Level 4 on the Geometry End-of-Course Exam will be 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Assessment	10% (33)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Checks for understanding are not used or are used inappropriately in many classrooms	1.1 1a.Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b.Utilize monitoring strategies such as exit slips, whiteboards, clickers, appropriate questioning, clarifying and summarizing techniques, teacher circulating to check for understanding, followed by instructional adaptation as a result of the monitoring activity. 1c.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	1.1 Academic Coaches District Staff Administrators	1.1 1a.Utilize agreed upon, research-based effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	1.1 Quarterly Benchmark Assessments Lesson Plans CTEM Exit Slips Cornell Note
2	1.2. 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.	1.2 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b.During PLCs, TE will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension. 2c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	1.2 Principal APC Academic Coaches	1.2 2a.Collect data using common formative assessments 2b.Provide tiered interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven decisions. 2c.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	1.2 Quarterly Benchmark Assessments Common Formative and Summative Assessments Lesson Plans PLC Notes Embedded Assessments
	1.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	1.3 3a.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence	1.2 Principal APC Academic Coaches	1.3 3a.Utilize agreed upon, research-based effective teaching strategies. 3b.Conduct walkthroughs and observations and provide specific feedback to teachers.	1.3 Quarterly Benchmark Assessments CTEM Lesson Plans Administrator's

3		Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. Use of the CCS will be evident in lesson plans, through observation and student interviews. 3b.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3c.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.		3c.Check student's level of understanding through discussion and higher order questioning.	Observations

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The percent of students making satisfactory progress on the 2013 Geometry End-of-Course exam in each ethnic subgroup is expected to be as follows: White 58% Black 28% Hispanic 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Data	White 58% (70) Black 28% (19) Hispanic 40% (49)

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
	3B.1 Checks for understanding are not	3B.1 1a.Teachers will utilize appropriate checks for	3B.1 Academic Coaches	3B.1 1a.Utilize agreed upon, research-based	3B.1 Quarterly Benchmark

1	used or are used inappropriately in many classrooms.	understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b.TE will maintain data to monitor subgroups to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs. 1c.Teachers will hold students accountable for responses written on exit tickets, journal responses and other checks for understanding by systematically providing students systematic and regular (minimum of 1x per month) feedback on responses.	District Staff Administrators	effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	Assessments Lesson Plans CTEM Exit Slips Cornell Note
2	3B.2. 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.	3B.2 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b.TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 2c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	3B.2 Principal APC Academic Coaches	3B.2 2a.Collect data using common formative assessments 2b.Provide tiered interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven idecisions. 2c.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	3B.2 Quarterly Benchmark Assessments Common Formative and Summative Assessments Lesson Plans PLC Notes Embedded Assessments
	3B.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	3B.3 3a.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop	3B.3 Principal APC Academic Coaches	3B.3 3a.Utilize agreed upon, research-based effective teaching strategies. 3b.Conduct walkthroughs and observations and provide specific feedback to teachers. 3c.Check student's level of understanding through discussion and higher order questioning.	3B.3 Quarterly Benchmark Assessments CTEM Lesson Plans Administrator's Observations

3		analytic and evaluative thinking and comprehension strategies. 3b. TE will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier. 3c.Teachers will teach students the process of model drawing to comprehend, represent, and solve word problems. Students will collaborate , using text to answer and reinforce teacher and student-posed questions and theories.			

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:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The percent of English Language Learners (ELL) making satisfactory progress on the 2013 Geometry End-of-Course is expected to be 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Data	30% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1 Checks for understanding are not used or are used inappropriately in many classrooms.	3C.1 1a.Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b.TE will utilize a variety of ELL strategies to enhance understanding of content. 1c.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding	3C.1 Academic Coaches District Staff Administrators	3C.1 1a.Utilize agreed upon, research-based effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3C.1 Quarterly Benchmark Assessments Lesson Plans CTEM Exit Slips Cornell Note
	3C.2	3C.2	3C.2	3C.2	3C.2

2	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	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b.TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 2c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	Principal APC Academic Coaches	2a.Collect data using common formative assessments 2b.Provide tiered interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven idecisions. 2c.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	Quarterly Benchmark Assessments Common Formative and Summative Assessments Lesson Plans PLC Notes Embedded Assessments
3	3C.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	3C.3 3a.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 3b.TE will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	3C.3 Principal APC Academic Coaches	3C.3 3a.Utilize agreed upon, research-based effective teaching strategies. 3b.Conduct walkthroughs and observations and provide specific feedback to teachers. 3c.Check student's level of understanding through discussion and higher order questioning.	3C.3 Quarterly Benchmark Assessments CTEM Lesson Plans Administrator's 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The percent of Students with Disabilities (SWD) making satisfactory progress on the 2013 Geometry End-of-Course is expected to be 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Data	25% (9)

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	3D.1 Checks for understanding are not used or are used inappropriately in many classrooms.	3D.1 1a.Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 3b.TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3c.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	3D.1 Principal APC Academic Coaches	3D.1 1a.Utilize agreed upon, research-based effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3D.1 Quarterly Benchmark Assessments Lesson Plans CTEM Exit Slips Cornell Note
2	3D.2 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.	3D.2 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b.TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 2c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	3D.2 Principal APC Academic Coaches	3D.2 2a.Collect data using common formative assessments 2b.Provide tiered interventions to assist in mastery of grade-level benchmarks. Collect ongoing progress monitoring data weekly or bi-weekly to make data-driven idecisions. 2c.Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	3D.2 Quarterly Benchmark Assessments Common Formative and Summative Assessments Lesson Plans PLC Notes Embedded Assessments
3	3D.3 Content instruction often does not include specific strategies for accessing the text to build comprehension	3D.3 3a.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 3b.TE will accommodate/adapt classroom work to be consistent with IEP strategies, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices. 3c.Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups.	3D.3 Principal APC Academic Coaches	3D.3 3a.Utilize agreed upon, research-based effective teaching strategies. 3b.Conduct walkthroughs and observations and provide specific feedback to teachers. 3c.Check student's level of understanding through discussion and higher order questioning.	3D.3 Quarterly Benchmark Assessments CTEM Lesson Plans Administrator's 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	The percent of Economically Disadvantages students making satisfactory progress on the 2013 Geometry End-of-Course is expected to be 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Data	35% (69)

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	3E.1 Checks for understanding are not used or are used inappropriately in many classrooms.	3E.1 1a.Teachers will utilize appropriate checks for understanding throughout lessons to ensure students are obtaining the necessary knowledge and skills, e.g., exit ticket, journal response. 1b.TE will maintain data to monitor subgroups to determine needs relative to risk factor, e.g., limited background knowledge, vocabulary, language acquisition) and develop an individualized plan specific to student's needs. 1c.Provide differentiated instruction and multi-tiered supports as appropriate based on daily checks for understanding.	3E.1 Academic Coaches District Staff Administrators	3E.1 1a.Utilize agreed upon, research-based effective teaching strategies. 1b.Conduct walkthroughs and observations and provide specific feedback to teachers. 1c.Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	3E.1 Quarterly Benchmark Assessments Lesson Plans CTEM Exit Slips Cornell Note
2	3E.2 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.	3E.2 2a. Monitor progress a minimum of once every 2 weeks by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group. 2b. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 2c. Teacher will	3E.2 Principal APC Academic Coaches	3E.2 2a. Utilize a variety of assessments including formative, summative and performance based. 2b. Meet with content specific teams to analyze data and test items from common assesments.	3E.2 Quarterly Assessment Data Lesson Plans PLC Notes Data Warehouse

		maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier.			
3	3E.3 Content instruction often does not include specific strategies for accessing the text to build comprehension.	3E.3 3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, teacher will identify appropriate differentiated instructional strategies to remove the barrier. 3c.Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT) and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies	3E.3 Principal APC Academic Coaches	3E.3 3a. Check student level of understanding through discussion and higher order questioning. 3b. Collect data from Data Warehouse. 3c. Conduct walkthroughs and observations and provide specific feedback to teachers.	3E.3 Quarterly Assessment Data Data Warehouse Lesson Plans Observations

End of Geometry EOC 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
						Kera Schwartz - Math Coach

Data Analysis amd DifferentiatedInstru	9-12 Math	Kera Schwartz-Math Coach	All Math Department Teachers	Early Release Planning Ongoing	Review of Lesson Plans, PLC's, Classroom Walk-through Observations	Leslie Ricciardelli - Principal Ellen Keegan - APC
Marzano Instructional Strategies	9-12 Math	Kera Schwartz-Math Coach	All Math Department Teachers	Early Release Planning Ongoing	Review of Lesson Plans, PLC's, Classroom Walk-Throughs	Kera Schwartz - Math Coach Leslie Ricciardelli - Principal Ellen Keegan - APC
Collaborative Comprehension Strategies	9-12 Math	Kera Schwartz-Math Coach	All Math Department Teachers	Early Release Planning Ongoing	Review of Lesson Plans, PLC's, Classroom Walk-Throughs	Kera Schwartz - Math Coach Leslie Ricciardelli - Principal Ellen Keegan - APC
Agile Mind	9-12 Math	Agile Mind Trainers / Math Coach	All Math Department Teachers	Ongoing	Review of Lesson Plans, PLC's, Classroom Walk-Throughs	Kera Schwartz - Math Coach Leslie Ricciardelli - Principal Ellen Keegan - APC

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ACT Practice/Preparation	After-school tutoring	Title 1	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results of the 2012 FAA Reading Test indicate that 2 or 67% of students with significant cognitive disabilities received a level 4, 5 or 6 in science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 67% (2) of students tested achieved proficiency (FAA levels 4,5,6). This was a 33% decreast in the percentage meeting proficiency from 2011.	It is expected that Lely High School will maintain the percentage of students achieving a Level 4, 5, 6 on the science portion of the FAA .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses	1.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	1.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	1.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information	1.3. Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and	1.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons

		communicating findings.			UNIQUE Goals, Preferences, Skills (GPS) CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The results of the 2012 FAA Science Test indicate that --- or --of students with significant cognitive disabilities received a level 7,8 in science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data,------- of students tested achieved high proficiency (FAA levels 7,8).	It is expected that Lely High School will maintain the percentage of students achieving a Level 8,8 on the science portion of the FAA .

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	2.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	2.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	2.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	2.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	2.2. Professional Learning Communities will focus professional learning activities on: a) Incorporating multiple modes of communication in IEP development b) Identifying a variety of communication tools/strategies for instructional presentation, student responses and engagement c) Planning for the use of communication in daily instruction and in the selection of appropriate tools for scientific exploration.	2.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team	2.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs	2.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM

3	2.3. Students lack practice in utilizing informational text as it applies to gaining information from reading, and interpreting information	2.3. Provide scaffolded instruction with the use of pictures and text features to support comprehension in the areas of scientific inquiry, such as: asking questions, making predictions and communicating findings.	2.3 Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	2.3 Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	2.3 Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Biology End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Based on the 2012 Biology EOC data, 27% (96) of students tested achieved a Level 3. The number of students that will achieve a Level 3 on the 2013 Biology EOC will increase to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Biology EOC data students achieving proficiency at a Level 3 on the Biology EOC was 27% (97).	It is expected that at Lely High School the percentage of students passing the Biology EOC with a Level 3 will increase to 35%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students have limited knowledge of science academic vocabulary. Students have inadequate opportunities for writing outside of language arts instruction.	1.1 Common board configuration including SMART goal, essential question, academic vocabulary,FCAT Explorer, online interactive student resources for additional vocabulary, content, and assessment practice in all strategies and word walls that incorporate academic vocabulary. In student science notebooks 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, APC, Academic Coaches	1.1 Classroom Walkthroughs and CTEM observations	1.1 Common Assessments prepared on Discovery Education and Pearson Biology, CTEM Observations, Benchmark Tests, increase in students meeting science proficiency.
	1.2 Students have	1.2 Data Teams to	Principal, APC, Academic	1.2 Teachers will work in	1.2 Common

2	difficulty with the skills necessary for scientific thinking. Checks for understanding are not used or are used inappropriately in many classrooms.	implement common assessments that reflect cognitive complexity of state assessments.....80% of questions being moderate and high complexity, AVID strategies implementation, FCAT Explorer, 5-E and Inquiry-based methods of instruction, use of laboratory investigations and differentiation of instruction based on data from common assessment and use of manipulatives in the classroom to reinforce science concepts. Coaches or district staff will meet with identified staff to develop checks for understanding appropriate to grade level and content.	coaches	Data Teams to analyze common assessments that provide data for Tier 2 and Tier 3 RTI interventions	assessments tailored to the multiple levels of RTI, RTI interventions
3	1.3 Students have an underdeveloped knowledge base in the areas of the Life and Natural Sciences and do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	1.3 FCIM mini-lessons to reinforce science concepts, differentiated instruction to meet the needs of all students, Cornell notes, THIEVES, Higher-Order Questioning, 5-E and Inquiry-based instruction which includes an increase in laboratory and hands on implementation.	Principal, APC, Academic coaches	1.3 Data Teams, Lesson Study, Academic Coaches, Differentiated Instruction. Teachers' use of cooperative structures/strategies will be monitored through CTEM.	1.3 Common Assessments, Benchmark testing, data warehouse for student information

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Based on the 2012 Biology EOC data, 38% (138) of students tested achieved a Level 4 or above on the Biology EOC. The number of students that will achieve a Level 4 or higher on the 2013 Biology EOC will increase to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Biology EOC data, 38% (138) of students tested achieved a Level 4 or above on the Biology EOC.	It is expected that at Lely High School the percentage of students passing the Biology EOC with a Level 3 will increase to 40%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Rigor Instructional: Lessons do not routinely incorporate	1a. Teachers will be supported by building coaches and district staff to utilize standards/benchmarks	Principal, APC, Academic Coaches	1.1 1a.Utilize content area coaches and the coaching cycle, designating time to	1.1 Quarterly Assessment Data, Assessments-formative and summative, EOCs,

1	tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	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. 1b. Teachers will use LGs with accompanying scales to identify levels of performance relative to the LG and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the LG and its embedded standards/benchmarks. 1c. During classroom observations administrators will determine that LG is specific to the standard/benchmark, is posted and in student-friendly language and that the scale is aligned to the LG and represents graduated levels for demonstrating mastery of the standard/benchmark. 1d. Students will be expected to set a goal for acheiving a score of mastery on the scale and will identify the work they will do to demonstrate exemplary mastery of the standard/ benchmark. Ex: For text-dependent written responses, students must reference a minimum of 2 outside sources to either support or refute the students' conclusions. TE will provide scaffolded support in order to develop students' ability to successfully meet this expectation.		debrief and discuss observations and plan for next steps. 1b. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 1c. Conduct walkthroughs and observations and provide specific feedback to teachers. 1d. Implement Data Chats with students for the purpose of goal setting and reviewing individual students' data. Revisit data with students monthly or quarterly to determine if their goal has been met.	FCAT, Learning Goals and Scales to determine levels of understanding, CTEM, Administrators' observations, Lesson plans, Students' notebooks/journals/exit tickets

2	1.2 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.	1.2 2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. Lesson plans and instruction will reflect differentiated instruction based on careful data analysis. 2c. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly).	Principal, APC, Academic Coaches	1.2 2a. 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. 2b. Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. 2c. Implement Data Chats with students for the purpose of goal setting and reviewing individual student's data. Revisit data with students monthly or quarterly to determine if their goal has been met.	1.2 Quarterly Assessment Data, Assessments-formative and summative, Past EOC data, PLC notes, Lesson plans, CTEM, Administrators' observations	
3	1.3 Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension.	1.3 3a. Content area teachers will routinely utilize Collaborative Comprehension Strategies (CCS)and (as appropriate) the Reading Coherence Model (RCM) across all content, seeking to incorporate multiple texts, both fiction and non-fiction, to develop analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop formal and informal assessments to monitor individual student progress and mastery of the cognitive complexity levels of taught standards/benchmarks. 3c. Teachers use of reading strategies across all content will be monitored during CTEM classroom observations and study of lesson plans. 3d. Teachers will	Principal, APC, Academic Coaches	1.3 3a. Utilize agreed upon, research-based effective teaching strategies. 3b.Utilize content-area coaches and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. 3c. Conduct walkthroughs and observations and provide specific feedback to teachers. 3d. Implement and provide feedback for science journals/notebooks/ exit tickets.	1.3 Lesson plans, CTEM, Administrators observations, Students' notebooks/journals/exit tickets	

		utilize consistent reading scaffolds and strategies (Reading Coherence Model and/or Collaborative Comprehension Strategies) in their classrooms so students have a routine to interface with the content area reading.			

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
Ongoing PD with IPAD technology being used in the "Teach Me in My World" program.	All 9th grade Earth and Space and 10th grade Biology classes.	Academic Science Coach and District Trainers	All Earth Space and Biology teachers.	Monthly in school meetings.	Teachers will be observed by Academic Science Coach during frequent classroom visits.	Principal, APC and Academic Science Coach.
Ongoing Data analysis training and use of Data Warehouse.	All science subjects.	Academic Science Coach.	All science teachers 9-12 grade.	Monthly meetings and as needed per teacher needs.	Monthly data chats with all science instructional staff with the goal of setting and reviewing teacher class data.	Principal, APC and Academic Science Coach.

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on 2012 FCAT writing, 80% of students scored 3.0 or higher. This was an 11% decrease from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT writing, 31% (112) students scored 4.0 or higher.	In 2013, 38% (155) of students will achieve a 4.0 or higher on the FCAT writing assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack of consistent implementation of writing plan	1.1 1a. Schedule common planning periods for English II teachers to collaborate and create lesson plans. 1b. Pair writing with English in 9th Grade. 1c. Require minimum of 1 prompt / quarter at the 10th grade level. 1d. Require 9th & 10th grade ELA teachers to post both a rough draft and final copy of selected student's work. 1e. Every student has a writing portfolio, either in a file folder or on line.	1.1 ELA & ELL Chairs; Reading Coach; CTEM Administrators	1.1 Feedback from academic planning meetings, Progress Monitoring, Baseline Testing, portfolio samples	1.1 Lesson plans/classroom walk-throughs/ benchmark essays/ portfolios
2	1.2 Lack of additional support in other curricular classes	1.2 2a. Schedule pull-out and push in writing sessions for students to obtain additional practice 2b. Require Check 3 for writing posters in classrooms. 2c. Check 3 in every subject - student must have a beginning capital letter, ending punctuation, and a complete sentence or the teacher will return the paper to be completed by the	1.2 ELA & ELL Chairs; Reading Coach; CTEM Administrators	1.2 Feedback from students and teachers, work samples, student testimony	1.2 Lesson plans/classroom walk-throughs/ benchmark essays/ portfolios

		student and returned.			

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:	The results of the 2012 FAA Writing Test indicate that 1 or 100% of students with significant cognitive disabilities received a level 4,or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA writing data, 100% (1) of students tested achieved proficiency (FAA levels 4 or higher). This was a 33% increase in the percentage meeting proficiency from 2011.	It is expected that Lely High School will maintain the percentage of students achieving a Level 4 or above on the writing portion of the FAA .

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	1b.1. Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	1b.1. Provide UDL based professional learning on planning and instruction to support modified curriculum through multiple means of: a) Representation- vary the ways students obtain/receive information and knowledge b) Action and Expression- vary the options for demonstrating/ acting upon information and knowledge c) Engagement- identify learners' interests and offer appropriate challenges to increase motivation	1b.1. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.1. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.1. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM
2	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses.	1b.2. Inconsistent use of Augmentative and Alternative Communication (AAC) does not support students' effective modes of communication, or provide consistent, understandable or readable (discernible) responses	1b.2. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.2. Observations: the use of a variety of communication modalities is evident when incorporated into daily lessons and differentiated for group/individual student needs.	1b.2. Assistive Technology Evaluation (AT) ULS: AT Decision Guide CTEM
3	1b.3. Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	1b.3. Students lack practice in utilizing informational text as it applies to gaining information for a structured approach to support writing and representing/interpreting information.	1b.3. Principal, Assistant Principal, Academic Coaches, PLC Teams, IEP Team Members	1b.3. Progress Monitoring Data collected through Pre and Post-tests Monthly Benchmark Assessments	1b.3. Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Pearson Training: identical training that FCAT Scorers receive	10th Grade ELA / ELL / Inclusion Teachers	Paul Holimon	10th Grade Language Arts Teachers, ELA Chair, Reading Coach, Selected Inclusion and 9th Grade Language Arts Teachers	Sept. and Oct. - one day trainings	PLC Discussions, View scored prompts, Walk-throughs, View quarterly prompt averages for each teacher	ELA Chair ELL Chair Reading Coach CTEM Administrators

Writing Budget:

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

End of Writing Goals

U.S. History End-of-Cource (EOC) 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:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	To implement the new United States History course with instructional resources and curriculum guides to pace the content of the class for student success on the EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have inadequate opportunities for writing outside of language arts instruction.	Students will be accountable for writing short and extended responses a minimum of once each week in all classes. Writing rubrics with detailed expectations for response writing will be displayed and used.	Administration Reading Coach	Utilize agreed upon, research-based effective teaching stratagies.	Lesson Plans Observations CTEM
2	Rigor Instructional: 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.	Administration Academic Coaches	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM Observations
3	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/strategiesthat provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans.	Administration Instructional Coaches Department Chairs AICE Coordinator	Implement data chats with students for th epurpose of goal setting and reviewing individual student's data. Conduct walkthroughs and observations	Lesson Plans Student data chats CTEM Observation
4	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	Teachers and students will follow the newly designed curriculum pacing map that aligns the NGSSS to the newly adopted instructional materials.	Administration Academic Coaches Department Chairs	Compare Pre/Post Assessment results to identify students that may require reteaching of key concepts/skills.	Assessments Lesson Plans Data

	not address individual student needs.				
5	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Content instruction often does not include specific strategies for accessing the text to build comprehension	Use Intertextual Triad and Close Reading approaches to support students in this essential approach to extending content area writing quarterly.	Administration Reading Coach	Participate in a PLC Lesson Study to establish best practices for reading instruction.	PLC notes 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	To implement meaningful writing extensions within the course through Intertextual Triad and Close Reading techniques within the content of the course.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	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/informationaltext for instruction. Using the close reading model, with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Administration AICE Coordinator Instructional Coaches	Examine students' work to determine if they are appropriately integrating a variety of source material when completing Intertextual Triads	AICE exams End of course exam Observations CTEM
2	Rigor Instructional: 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 use learning goals with accompanying scales (0-4) to identify levels of performance relative to the learning goal and its embedded standards/benchmarks so students understand what is required to demonstrate successful mastery of the learning goal and its embedded standards/benchmarks.	Administration Academic Coaches AICE Coordinator	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need.	CTEM Observations Assessments

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
Intertextual Triads	11th grade	Gayle Nance Ellen Keegan	US History Teachers	Early Release Days PLC meetings	PLC meeting notes	Administration Department chair AICE coordinator
Close Reading	11th grade	Gayle Nance Ellen Keegan	US History Teachers	Early Release Days PLC meetings	PLC meetings	Administration Department chair

U.S. History 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 U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	It is the goal of the LHS administration and staff to communicate with parents and students the importance of daily attendance in accordance with State laws and School Board policies. This will be done to not only improve the daily attendance of students but also to decrease the number of tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Based upon the attendance reports from FY12, the average daily attendance was 95.46%, which is an average of 1,408 students in attendance on a daily basis.	It is expected that the percentage of students in attendance on a daily basis will increase to 97% due to the communication to parents and students of and implementation of School Board Policy 5200.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In FY12 a total of 470 students had excessive absences, 10 or more.	It is expected that through the implementation of School Board Policy 5200, communication with parents and CAST meetings there will be a 5% decrease in the number of students with excessive absences.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In the FY12 school year a total of 290 students had excessive tardies of 10 or more. This is a decrease from the total of 390 in FY11.	It is expected that through the implementation of PBS interventions school-wide and in the classroom, in addition to increased communication with parents by staff and administration this number will decrease by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student perception that tardies are not absences.	APD's communicating with students and parents that tardies of more than 10 minutes result in an absence in that period. We will use PBS to reward students without tardies/absences and also those that decrease their tardies/absences per quarter.	AP/D, Dean, A&D Secretary and Principal	Use of Student Pass and TERMS to monitor tardies	Student Pass and TERMS data
2	Parents allowing students to miss school for non-essential reasons and students that are truant	Informing parents and students of the School Board Policy 5200; calls home on the 5th absence, letters mailed home on the 7th absence and letters mailed home on the 10th absence along with a copy of the credit denial policy and credit appeal application. Continued discussion with students and parents regarding the importance of attendance and their student's progression through high school. Implementation of PBS with fidelity	AP/D, Dean, A&D Secretary and Principal	Data indicating an increase in the average daily attendance	Percentage of students in credit denial after each term and average daily attendance

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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
School Board Policy 5200	9-12	AP/D, Dean and Dept. Chairs	School-Wide	Pre-Service days, Early Release Days and Faculty Meetings	Documentation/Data/Mastery Inservice Points	Principal, APC, APD and Dean
				FY13 Pre-		

RtI/PBS	9-12	Admin and Instructional Leaders	School-Wide	Service, Early Release, PLC's and Faculty Meeting Agendas	Documentation/Data/Mastery Inservice Points	Principal, APC, APD and Dean

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The FY12 school year presented various challenges such as the assignment of a new administrative team and the implementation of a revised school-wide PBS system, It was the goal of the administrative team and staff to reduce the number of in-school and out-of-school suspensions. The FY13 presented some of the same challenges as FY12 in that a new administrative team has been assigned. The goal for this academic school year is to continue to decrease the number of in-school suspensions by 5% and the out-of-school suspension rate by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
33%(513)	30% (480)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18% (274)	15% (230)

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19% (312)	16% (250)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12% (181)	10% (160)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inconsistent/ unpredictable student behavior 1.2 Inconsistent enforcement of District Code of Conduct	1.1 Increase PBS incentives Maintain visibility of staff and administration throughout campus. Communicate behavior expectations to students and parents Provide consistent expectations from all staff for all students Implement consistent interventions from all staff and administration	AP/D,Dean, APC&I, Principal,Guidance Counselors, Teachers, Students and Parents	Review suspension data monthly with PBS team. Identify enforcement trends	StudentPass and TERMS District systems for discipline reporting

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
RtI/PBS	9-12	AP/D and Dean	Administrators and Staff	FY13 Pre-school week; Early Release Days, Faculty Meetings and PLC meetings	Student Pass;District Data Warehouse Agendas and minutes from PLC meetings	AP/D, Dean, Guidance Counselors

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)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The 1.31% reflects approxiamately 20 students recorded as dropouts in the cohort that graduated in FY11. The FY12 goal was to decrease the number of dropouts in the current cohort to 12 from 1.31% to 1.7%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.31% (20)	1.7% (12)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
78% (1219)	85% (1328)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Retained students. Students leave without officially wthdrawing from school	1.1 Counselors will meet with parents and students who are behind in credits /eligibility for graduation. re: program options; Blue Ridge High School, Beacon High School and the Sheltered GED alternative programs Counselors review student withdrawal	APC&I;APA&Ds Guidance Counselors; Students;Parents	1.1. Monitor retention data grades 9 & 10; Review dropout data quarterly to determine if student is on track for graduation; Review credits earned each semester. Monitor progress of students enrolled in alternative programs	1.1. District Data Warehouse; School registrar's data

		data weekly and pursue gathering information on students' location/plans Zero progression until needed credits and 2.0 GPA are earned in junior year			

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						

Dropout Prevention 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Seventy-five percent of the LHS parents will participate in open house, trainings, and meetings. Continue to create partnerships that will work toward overcoming cultural, language, and other barriers in Lely's diverse community.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parent involvement will be monitored through sign in sheets at all open houses, trainings, and meetings.	It is expected that 2011 will provide a baseline to determine the level of parental involvement which is separate from volunteer hours.

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	An anticipated barrier is to determine a plan to identify parental involvement separate from other volunteers.	Sign-in sheets specific to parents.	Office Manager; Secretary to Asst. Prin C&I	Sign in sheets will provide baseline data.	Collection of data from sign-in sheets.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
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	1.1 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.	1.1 a 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. Earth/Space science teachers will participate in the Teach Me in My World Project which integrates technology with academic content.	Principal, APC and Academic Coaches.	Walkthroughs and observations, participation in PLC Lesson Study to establish best practices for STEM instruction and share effective teaching stratagies and utilize content area coaches and the coaching cycle.	Administrators' observations, lesson plans, and monthly PLC meetings.
2	1.2. Students do not clearly understand the importance of taking higher level math, science, AP and dual enrollment courses in regard to future career options.	1.2a. Use resources such as email, Edmodo, assemblies, electronic flyers, etc. to promote STEM courses and careers. 1.2b Monitor numbers and percentages of students in all STEM courses with a goal of increasing enrolment in these courses by 10%.	Principal, APC, classroom teachers and Academic Coaches.	Utilize content area coaches and the coaching cycle, designating time to debrief and discuss observations and plan for next steps. Create opportunities for students to experience STEM through Rookery Bay/ Discovery Education project and science fair.	Administrators' observations, lesson plans, and monthly PLC meetings.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IPAD training incorporated with the "Teach Me in My World" program.	All Biology and Earth Space.	District trainer and Academic Science Coach.	Biology and Earth Space teachers.	Monthly PLC meetings.	Assessments-formative and summative CTEM, Lesson plans, and PLC notes.	Principal, APC and Academic Coaches.
Discovery Education will be utilized for writing prompts that incorporate web 2.0 technologies.	All Science Classes 9-12.	Department chair and science coach.	All biology, earth/space, physical, chemistry, physics and marine science classes.	Monthly PLC meetings.	Lesson plans and PLC notes.	Principal, APC and Academic Coaches.
Educators will participate in the CCPS 2013 STEM conference.	All Science Classes grades 9-12.	District educators and trainers and district arranged guest speakers.	Science coach and one teacher from each subject area.	January 12, 2013	PLC discussion group.	Principal, APC and Academic Coaches.

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE CTE Goal #1:	Increase the number of students passing industry certification testing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not industry certified.	Provide professional development and opportunities to complete industry certification testing for CTE and non CTE teachers. Provide instructional tools and training for teachers to use in the classroom that will promote student success on industry certifications.	Administration CTE Department Chair	Continuous monitoring of the amount of students passing industry certification tests.	Results of certification exams

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						

CTE 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	FCAT Tutoring/testing support	Staffing Allocations/Transportation	Title 1	$4,000.00
Mathematics	ACT Practice/Preparation	After-school tutoring	Title 1	$2,000.00
				Subtotal: $6,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ACT Prep/Testing Practice	Transportation/Staffing Resources	Title 1	$3,000.00
				Subtotal: $3,000.00
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
CELLA	Paraprofessional		Title 1 Basic Funds	$29,624.65
				Subtotal: $29,624.65
				Grand Total: $38,624.65

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/21/2012)

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.

Projected use of SAC Funds	Amount
The state has not allocated SAC funds for the 2012-2013 school year. The funds that we have are rolled forward from the 2011-2012 year. These funds will be used to enhance the goals of this year's School Improvement Plan which include reading, writing, math, science and Positive Behavior Support.	$5,500.00

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

During the 2012-2013 school year the SAC will be active participants in the life of the school. Specific activities will include allocation of roll-over funds, support and input for the school improvement goals and the plan itself. The SAC is also a part of our community

image building plan, and the continuation of our Academic Boosters Organization. Since LHS is a Title 1 school, they are an integral part of our team in providing services.

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
LELY HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	71%	77%	31%	224	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	44%	74%			118	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?	39% (NO)	69% (YES)			108	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					460	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Collier School District
LELY HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	69%	75%	26%	214	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	52%	71%			123	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?	42% (NO)	59% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					438	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested