FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LELY ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. Susan L. Barcellino

SAC Chair: Mr. Sam Samaha

Superintendent: Dr. Kamela Patton

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Susan Barcellino	Bachelor of Science- Elementary Education- Indiana University of PA Masters of Science- Curriculum & Instruction- University of Pittsburgh Doctorate Ed.D. Educational Leadership- Duquesne University	3	12	2010-2011: A 2011-2012: C
		Bachelor of Science in Social Sciences -Minor: Physical			

Assis Principal	Dr. Tobin Walcott	Education Grand Valley State University Masters of Science-Educational Leadership Nova Southeastern University Doctorate Ed.D. Educational Leadership Nova Southeastern University	3		2010-2011: B 2011-2012: C

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Amanda Blind	BS in Early Childhood Education (Pre-K-3),Certified Elementary Education K-6,Gifted K-12, Reading K-12			2010-2011: B 2011-2012: B
Math	Linda Robitaille	BS in University Without Walls: concentration in Elementary Education, MS in "Elementary Mathematical Problem Solving", Elementary Education K-6, Middle School Math 6-9, ESOL K-12	4		2010-2011: A 2011-2012: A

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	CCPS New Teacher Orientation Meeting	Principal Assistant Principal	August 2012	
2	Assign mentors to new teachers	Principal	August 2012	
3	Monthly meetings with new teachers	School Based Leadership Team (SBLT)	June 2013	
4	Weekly PLC Meetings	SBLT	June 2013	
5	Site based professional development at Faculty Meetings, on Early Release Days, and Staff Development Days	SBLT	June 2013	
6	Attend CCPS Transfer Fair and Recruitment Fair	SBLT	Spring 2013	
7	Interview/hire only candidates who are HQT	SBLT	Prior to, during, and end of school	

		year.		
8	Provide opportunities for new teachers to observe in classrooms throughout the school.	Principal Assistant Principal	June 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
64	4.7%(3)	15.6%(10)	45.3%(29)	34.4%(22)	43.8%(28)	100.0%(64)	14.1%(9)	0.0%(0)	76.6%(49)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Megan Noe	Emily Denlinger	Mrs. Noe is a first grade teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings
Sherie Barton	Linda Pattyson	Mrs. Barton is a Reading Resource Teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings
Tammy Simmons	Michael Nappi	Mrs. Simmons is a second grade teacher, has received clinical education training, and	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction.

		has successfully mentored teachers in her career.	Monthly New Teacher Orientation meetings.
Sarah Barber	Bonnie Fauls	Mrs. Barber is a second grade teacher, has received clinical education training, and has successfully mentored teachers in her career.	Weekly meetings to review lesson plans, instructional strategies, and differentiation of instruction Monthly New Teacher Orientation meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

Title II

Title II
• Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to

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

Title III

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

Title X- Homeless

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

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

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

Head Start

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

Adult Education

Career and Technical Education

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

Job Training

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

Other

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

Identify the school-based MTSS leadership team.

Principal- Dr. Susan Barcellino
Assistant Principal- Dr. Tobin Walcott
Invention Support Specialist- Meredith Kirby
Reading Coach- Amanda Blind
School Psychologist- Kim Tucker
Guidance Counselor- Emily Denlinger
Behavior Specialist- Denise Scappaticcio
Speech - Emily Graeve, Nicole Richards

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

The MTSS Leadership Team functions as a school-based Response to Intervention problem solving team. A member of the MTSS Leadership Team meets weekly with grade level PLC teams to review on-going progress monitoring data and to ensure interventions are being met with fidelity. The team then meets weekly to discuss student progress with information attained through grade-level PLC meetings. The students identified through data analysis are brought to the team to determine effectiveness of interventions. Data showing successful interventions will be used to inactivate progress monitoring plans. Interventions that are not showing success will be altered through frequency and intensity of the interventions in place. As a cohesive team, the MTSS Leadership Team meets with grade levels on a quarterly basis to review changes to interventions that have been made, move students to different tiers, discuss the need for further evaluation and celebrate successful interventions. At this time, parent conference notes are reviewed through Data Warehouse, to ensure parental involvement is taking place.

The Principal, Assistant Principal and Intervention Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity while providing resources and opportunities for staff development.

The Principal and Assistant Principal will coordinate school procedures and activities regarding MTSS and provide leadership for site-based staff development. The Intervention Support Specialist will attend district meetings where current state and county initiatives are discussed.

The Reading Coach will attend MTSS meetings and assist the MTSS teams in planning and implementing reading and language arts interventions and assessments. The Reading Coach will support teams in developing problem statements, assist with data collection, and take part in professional development and instructional support.

The Guidance Counselor will attend PBS meetings as needed to support behavioral or social-emotional concerns. She will support data collection, student refocus papers, and be the parent/community contact.

The School Psychologist will participate in MTSS meetings as needed to assist in data collection and interpretation, then guide teams in the selection and implementation of interventions.

The ESE team, along with the speech teachers, will participate in MTSS meetings as needed to assist in data interpretation and the selection of interventions.

The ELL Resource Teacher will participate in grade level MTSS meetings and support teachers in problem identification, data collection, and implementation of interventions.

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?

Teachers receive Professional Development on the MTSS model during Early Release Days provided by the Intervention Support Specialist. Teachers have learned how to triangulate data for academic and behavioral concerns and identify individual student needs. Progress Monitoring Plans (PMP's) are written using specific data and research-based interventions. Student progress is monitored through Data Warehouse and weekly Professional Learning Communities (PLC) meetings. Math and writing are two new areas where Lely needs to focus on this year. Each grade level team has a facilitator to ensure that protocol for the meeting is followed. During PLC's each team will come up with two common assessments every nine weeks. Week 1 the common assessment in math will be created. Week 2 the common assessment in writing will be created. Week 3 the data from the math will be disaggregated and teachers will discuss strengths and weaknesses. Week 4, the data from the writing be disaggregated and teachers will discuss strengths and weaknesses.

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.

Collier County's web-based Data Warehouse application will be the data management system used to summarize assessments. Data Warehouse contains authentic student performance data and is linked to the Florida Center for Reading Research's Progress Monitoring and Reporting Systems (PMRN), which receives and houses assessment data from the Florida Assessment in Reading (FAIR) system. District baseline assessments are given in reading, math, science and writing in September. This data is used in conjunction with prior year FCAT scores to determine student needs. Students still not making progress will be brought before the MTSS Leadership Team to determine more intensive interventions. Behavior will be addressed through PBS using Student Pass to document the interventions used by teachers. The guidance counselor will be involved in the process. The targeted intervention called "Check In, Check Out" will also be documented through Student Pass.

Kindergarten: Reading-FLRKS, FAIR, District Math Assessments, Custom Assessments

First Grade: Reading- FAIR, District Reading Benchmark Assessments, District Math Benchmark Assessments, District Writing Benchmark Assessments, Formative Assessments, Custom Assessments

Second Grade: Reading- FAIR, District Reading Benchmark Assessments, District Math Benchmark Assessments, District Writing Benchmark Assessments, Formative Assessments, Custom Assessments

Third Grade: Reading- FAIR, FCAT, District Reading Benchmark Assessments, District Math Benchmark Assessments, District Writing Benchmark Assessment, Formative Assessments, Custom Assessments, District Science Benchmark Assessments

Fourth Grade: Reading- FAIR, FCAT, District Reading Benchmark Assessments, District Math Benchmark Assessments, District Writing Benchmark Assessments, Formative Assessments, Custom Assessments, District Science Benchmark Assessments

Fifth Grade: Reading- FAIR, FCAT, District Reading Benchmark Assessments, District Math Benchmark Assessments, District Writing Benchmark Assessment, Formative Assessments, Custom Assessments, District Science Benchmark Assessments

Behavior: MTSS grade level teams along with the School Leadership Team meet to discuss behaviors, referrals, and refocuses. After three minor offenses the student receives a major referral. The guidance counselor in conjunction with the Intervention Support Specialist may be a part of these meetings. Positive Behavior Support is used as a way to encourage students to do their best. Tier 2 and Tier 3 progress monitoring plans for behavior will be written for students demonstrating continuous non-compliance of school-wide expectations. Data will be reviewed by the INSS, Behavior specialist, and Psychologist to monitor, chart, and graph student progress.

Baseline data will include: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring:PMRN, Curriculum Based Measurement (CBM)
Midyear: Florida Assessments for Instruction in Reading (FAIR), quarterly formative assessments
End of Year: FAIR, FCAT, end-of-year formative assessments
Frequency of Data Days: Grade level team meetings are once per week, or as needed, PLC meetings are monthly, focusing on specific data and assessments, MTSS facilitator are once a month, or as needed.

Describe the plan to train staff on MTSS.

Professional Development will be provided during pre-school staff development days, early release days and common teacher planning by the Intervention Support Specialist. The MTSS Leadership Team will also evaluate additional staff Professional Development needs will be identified during the quarterly MTSS Leadership meetings. An Intervention Support Specialist and PBS Coach have been designated in every school. The role of the Intervention Support Specialist is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the MTSS meetings. The role of the PBS coach is to facilitate and oversee the PBS process, hold monthly PBS meetings and provide staff with data for positive referrals and infractions.
The entire staff will be trained on how to properly write PMP's, using baseline date to evaluate the need for interventions and how to implement them with fidelity. Research-based interventions will be provided for teachers to implement. Teachers will be made aware of the resources available to them regarding the MTSS process through faculty meetings and early release days. Some resources include on-line courses avaliable on ANGEL containing websites, video clips, and tutorials for staff to review independently.

Describe the plan to support MTSS.

MTSS will be supported through trainings and monthly team meetings. Specific trainings will be presented on writing data-driven PMPs, creating custom assessments, monitoring progress and research-based interventions. Teachers will meet in grade level team meetings, as well as one-on-one meetings with the Intervention Support Specialist to review student data

and meet student needs. Teachers will implement with fidelity intervention groups and be monitored by the MTSS Leadership Team. The MTSS Leadership Team will meet with grade level PLC's on a quarterly basis, or as needed, to make changes to intervention and monitor student progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Dr. Susan Barcellino
Assistant Principal- Dr. Tobin Walcott
Intervention Support Specialist- Meredith Kirby
Reading Coach- Amanda Blind
Reading Resource- Sherie Barton
Pre-K- Teresa Monty
First Grade- Alyssa Heberle
Second Grade- Tammy Simmons
Third Grade- Jamie Sebold
Fourth Grade- Elizabeth Hall
Fifth Grade- Sara Johnessee
ESE- Anessa Lubas
Autism- Cynthia Craft-Mueller
Related Arts- Michael Miller
Media Specialist- Miffy Ruggiero
ELL- Jodi Schreiber

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

The Literacy Leadership Team is chaired by the Reading Coach with the Principal and Assistant Principal in supporting roles. The Literacy Leadership Team meets monthly to discuss the School Improvement Plan reading goals, the effectiveness of the core curriculum, the instructional strategies, and the implementation of writing across the curriculum. The teachers will administer quarterly writing benchmark assessments. This will show strengths and weaknesses in each student's writing to provide differentiated instruction. We will monitor instruction and student writing as we focus on revisions in all grade levels. Representation from every grade level and every department is represented on the Literacy Leadership Team to ensure information is shared with all staff members at weekly team meetings.

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

The major initiative of the Literacy Leadership Team this year will include increasing our resources and use of informational and complex text through close reading strategies. All teams will utilize their weekly PLCs to analyze and track common and formative assessment data and share instructional strategies that are producing results. This analysis will allow teacher to target specific skill areas that need improvement, then provide research-based instruction. Our reading coach will continue to model effective instructional writing strategies that follow our district initiative Write Traits. She will also model writing instruction as students learn to respond to reading with evidence and support from the text. Leveled Literacy Intervention will be used in as an intensive intervention for students reading below grade level. Progress monitoring will continue to be a method used to help struggling students improve in reading and writing.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/21/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

school.

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

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving proficiency on the 2013 FCAT reading (Level 3) in reading will increase from 27% (85) to 28% (93).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (85)	28% (93)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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 percentage of students scoring at levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase from 25% (2) to 27% (3).

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	27% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in Reading will increase from 30% (93) to 33% (110).

2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (93)	33% (110)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM) PLC meeting notes
	Interactive Learning Strategies and Differentiated Instruction Instructional: Students	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans CTEM PLC meeting notes

2	do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area notebooks/exit tickets.	Lesson plans CTEM PLC meeting notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of students scoring at or above achievement level 7 in reading on the Florida Alternate Assessment will increase from 25% (2) to 28% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	28% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students achieving learning gains on the 2013 FCAT in Reading will increase from 64% (126) to 68% (134).

	2012 Current Level of Performance:			2013 Expected Level of Performance:
	64% (126)			68% (134)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycle.	Lesson plans CTEM
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Lesson plans CTEM

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading on the Florida Alternate Assessment will increase from 78% (3) to 80% (--).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(3)	80%(--)

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
	Data-driven planning for	Provide UDL based	SBLT and IEP Team	Analyze and interpret	Unique Learning

| | | instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points. | 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 | Members | progress monitoring data collected through assessments to drive instructional decisions. | System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

CTEM |
| 1 | | | | | | |

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains on the 2013 FCAT in Reading will increase from 65% (31) to 69% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (31)	69% (35)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Rigor

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

1b.Teacher will develop higher order questions that are text dependent and require students to utilize close reading with appropriate scaffolded support (differentiated instruction, tiered support). Questions and supports should be designed in such a way as to lead students into strategic and extended thinking (Webb's Depth of Knowledge).

1c. Monitor progress a minimum of once every month using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close</td><td>School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist</td><td>Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.</td><td>Lesson plans

Collier Teacher Evaluation Model (CTEM)

Targeted and intensive Progress Monitoring Plans (PMPs)</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				the gap for a specific group.	
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans CTEM Targeted and intensive Progress Monitoring Plans (PMPs)
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Lesson plans CTEM Targeted and intensive Progress Monitoring Plans (PMPs)

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in each subgroup by ethnicity (White, Black, Hispanic, Asian, American Indian)making satisfactory progress in reading on the 2013 FCAT will increase from the following: White 74%(82) to 77%(88) Black 44%(27) to 50%(38) Hispanic51%(65) to 56%(72) Asian 67%(2)to 70%(4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 74%(82) Black 44%(27) Hispanic51%(65) Asian 67%(2)	White 77%(88) Black 50%(38) Hispanic 56%(72) Asian 70%(4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach,	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on	Lesson plans Collier Teacher Evaluation Model (CTEM)

	strategies designed to promote critical, independent, and creative thinking.	and aligned to the NGSSS or CCSS.	Reading Coach, Intervention Support Specialist	need. SBLT will analyze trend data from monthly DOK report.	
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model
4	See interactive learning strategies and differentiated instruction.				Lesson plans will include and target specific ELL strategies.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 37%(30) to 43%(32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(30)	43%(32).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model

	show, tell, explain and prove reasoning aligned to the standards.	use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of Students with Disabilities making satisfactory progress on the 2013 FCAT in reading will increase from 31%(12)to 38%(18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(12)	38%(18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model (CTEM)
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students making satisfactory progress on the 2013 FCAT in reading will increase from 52%(118) to 57%(139).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(118)	57%(139)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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
						Principal,

Strategy	Grade	Professional Development Facilitator and/or PLC Leader	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading	K-5	Reading Coach	School-wide instructional staff	Early Release	Grade level team meetings, quarterly	Assistant Principal, Reading Coach
Multi-Tiered System of Support (MTSS)	K-5	Intervention Support Specialist (InSS)	School-wide Instructional Staff	Early Release, Common Planning, PLC Meetings	Response to Intervention (RtI) Leadership team will support PLC's and individual teachers as they work through the RtI Process.	Principal, Assistant Principal, InSS
Webb's Depth of Knowledge (DOK)	K-5	District Director of Advanced Studies and Gifted Learners	School-wide Instructional Staff	On-going	Students in grades 2 -5 have a DOK resource sheet in their academic binders. Administration will assess use during classroom walk-throughs.	SBLT
Book Study: "How to Grade for Learning" by Ken O'Connor	3	Reading Coach and Teacher Leader	3rd grade instructional team members	Early Release, Common planning	Teachers in grades K-3 will continue to monitor student progress during weekly PLCs.	SBLT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Junior Great Books	These resources will challenge our advanced readers as they think critically using complex text.	Internal Funds	$1,000.00
Informational Text	These resources will allow students to interact with a variety text.	Internal Funds	$1,000.00
After school tutoring program.	This resource will focus on specific literacy standards for the lowest quartile students in reading for grades 3, 4, and 5.	Title I Basic Allocation	$25,000.00
Resource teacher	Intervention support for at-risk students.	Title I Basic Allocation	$63,638.00
			Subtotal: $90,638.00

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
Kagan Training	The participants will attend the cooperative learning training so their students can interact with new knowledge and deepen their understanding of the content and skills.	Internal Funds	$1,500.00
Reading coach	Support for teachers, including coaching cycles, interventions,implementation of common core, including differentiated instruction.	Title I Basic FSG Funds	$44,672.00
			Subtotal: $46,172.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional and miscellaneous supplies.	Copy paper and academic notebooks.	Title I A Funds	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $138,310.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in listening/speaking on the 2013 CELLA will increase from 27%(40) to 30% (51).
2012 Current Percent of Students Proficient in listening/speaking:	
27% (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	Students have insufficient background knowledge of US cultural norms and content specific vocabulary to fully understand oral language.	Provide scaffolded support for ELL learners by inclusion in small group support for L 1 and 2 students as appropriate.	ELL contact and SBLT	Monitor progress monthly by monitoring student participation in collaborative activities and maintaining assessment data. Disaggregate data to determine additional supports that may be needed to improve oral language skills of identified ELL learners.	Spring CELLA assessment Lesson plans

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in the reading portion of the 2013 CELLA will increase from 20% (30) to 22% (38).
2012 Current Percent of Students Proficient in reading:	
20% (30)	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient on the writing portion of CELLA will increase from 28% (41) to 31% (53).

2012 Current Percent of Students Proficient in writing:
28% (41)
Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students achieving proficiency (Level 3) on the 2013 FCAT in mathematics will increase from 28% (86) to 31% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (86)	31% (102)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model
4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies. Students have inadequate opportunities for reading and writing in all content areas.	Students will be provided opportunities to explain their thinking to mathematical problems through writing.	Math Coach, SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase from 13% (1) to 20% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	20% (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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring above proficiency (Levels 4 and 5) on the 2013 FCAT mathematics test will increase from 25% (77) to 27% (89).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (77)	27% (89)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical,	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly	Lesson plans Collier Teacher Evaluation Model (CTEM) PLC meeting notes

				Support Specialist	DOK report.	
2	Interactive Learning Strategies and Differentiated Instruction

Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards. | Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning. | SBLT | | Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles. | Lesson plans

CTEM

PLC meeting notes |
| 3 | Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Students have inadequate opportunities for reading and writing in all content areas. | Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills. | SBLT | | Implement and provide feedback for cross-content area notebooks/exit tickets. | Lesson plans

CTEM

PLC meeting notes |
| 4 | Rigor

Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking. | Utilize embedded learning goals and scales, appropriate questioning techniques, and multiple representations with the expectation that students demonstrate their conceptual understandings both orally and in writing. Provide challenge opportunities, such as, Investigations, Differentiation, and Invervention Guide, for advanced learners to demonstrate mastery of the standard/benchmark at exemplary levels. | SBLT | | Implement and provide feedback for cross-content area journals/notebooks/exit tickets.

Utilize a variety of assessments, including but not limited to formative, summative and performance-based assessments.

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

Lesson plans

CTEM |
| 5 | See goal barrier 3. | Students will be provided opportunities to explain their thinking to mathematical problems through writing. | Math Coach, SBLT | | Implement and provide feedback for cross-content area journals/notebooks/exit tickets. | Lesson plans

CTEM |

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

Mathematics Goal #2b: | The percentage of students scoring at or above achievement Level 7 in mathematics on the Florida Alternate Assessment will increase from 13% (1) to 14% (7). |
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	14% (7)
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains on the 2013 FCAT in mathematics will increase from 87% (160) to 88% (173).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (160)	88% (173)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycle.	Lesson plans CTEM
	Use of Informational Text across all Content to Teach Reading and	Teachers will scaffold support for reading text by incorporating reading	SBLT	Implement and provide feedback for cross-content area	Lesson plans CTEM

3	Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.		journals/notebooks/exit tickets.	
4	Students have inadequate opportunities for reading and writing in all content areas.	Students will be provided opportunities to explain their thinking to mathematical problems through writing.	Math coach, SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Lesson plans CTEM

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of students making learning gains in mathematics on the Florida Alternate Assessment will increase from 52% (2) to 57% (--).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (2)	57% (--)

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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS) CTEM

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains on the 2013 FCAT in mathematics will increase from 86% (38) to 87% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (38)	88% (44)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b.Teacher will develop higher order questions that are text dependent and require students to utilize close reading with appropriate scaffolded support (differentiated instruction, tiered support). Questions and supports should be designed in such a way as to lead students into strategic and extended thinking (Webb's Depth of Knowledge). 1c. Monitor progress a minimum of once every month using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific group.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM) Targeted and intensive Progress Monitoring Plans (PMPs)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans CTEM Targeted and intensive Progress Monitoring Plans (PMPs)
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets.	Lesson plans CTEM Targeted and intensive Progress Monitoring Plans (PMPs)
4	Rigor Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Monitor progress a minimum of once every month using mini-assessments. Disaggregate data by subgroup to determine additional supports that may be needed to close the gap for a specific	SBLT	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 in Collier	Lesson plans CTEM PLC notes

				County's data management analysis system (Data Warehouse) to reflect data monitoring.	
5	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Students have inadequate opportunities for reading and writing in all content areas. | Students will be provided opportunities to explain their thinking to mathematical problems through writing and model drawing. | Math coach, SBLT | Implement and provide feedback for cross-content area journals/notebooks/exit tickets. | Lesson plans

CTEM |

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

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

5A : |

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B: | The percentage of students in each subgroup by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in math on the 2013 FCAT will increase from the following:

White 66%(73)to 69%(79)
Black 40%(25) to 46%(34)
Hispanic 45%(58) to 51%(64)
Asian 100%(3) to 100%(4)
American Indian 50%(1) to 55%(0) |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White 66%(73)
Black 40%(25)
Hispanic 45%(58)
Asian 100%(3)
American Indian 50%(1) | White 69%(79)
Black 46%(34)
Hispanic 51%(64)
Asian 100%(4)
American Indian 55%(0) |

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

Instructional:
Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking. | Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. | School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist | Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report. | Lesson plans

Collier Teacher Evaluation Model (CTEM) |
| | Interactive Learning Strategies and Differentiated Instruction | Teachers will be provided professional learning opportunities such as online classes, evening/Saturday | SBLT | Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles. | Lesson plans

Collier Teacher Evaluation Model |

		Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.			
	2					
	3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model
	4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Students will be provided opportunities to explain their thinking to mathematical problems through writing and model drawing.	SBLT	Mathematic notebooks/exit tickets	Lesson plans Collier Teacher Evaluation Model

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 30%(25) to 37%(28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(25)	37%(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
	1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
	2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				accountable for implementing professional learning.	
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model
4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will develop and utilize interactive math word walls within input from students and incorporate student math vocabulary and concept notebooks.	Math Coach	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of students with disabilities (SWD) achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 23%(9) to 31%(15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(9)	31%(15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model (CTEM)
	Use of Informational Text across all Content to Teach Reading and Writing Skills and	Teachers will scaffold support for reading text by incorporating reading strategies with written	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit	Lesson plans Collier Teacher Evaluation Model

3	Strategies Students have inadequate opportunities for reading and writing in all content areas.	text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.		tickets. Utilize student responses to guide instruction.	
4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text using Investigations Differentiation and Intervention Guide for intervention and practice activities.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of economically disadvantaged students achieving level 3 or higher on the 2013 FCAT in mathematics will increase from 48%(109) to 53%(129).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(109)	53%(129)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction.	Lesson plans Collier Teacher Evaluation Model

4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Students have inadequate opportunities for reading and writing in all content areas. | Teachers will scaffold support for reading text using Investigations Differentiation and Intervention Guide for intervention and practice activities. | SBLT | | Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction. | Lesson plans

Collier Teacher Evaluation Model |
| 5 | Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Students have inadequate opportunities for reading and writing in all content areas. | Teachers will scaffold support for reading text using Investigations Differentiation and Intervention Guide for intervention and practice activities. | SBLT | | Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction. | Lesson plans

Collier Teacher Evaluation Model |

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Investigations incorporating Mimio technology	K-5	Math Coach and District Instructional Technology Specialist	School-wide instructional staff members	Early Release	CTEM observations	Principal, Assistant Principal, Math Coach
Math Pioneer Trainings	K-1 Pioneer Teacher

2-3 Pioneer Teacher

4-5 Pioneer Teacher | District Personnel | Selected Pioneer Teacher Leaders | Three monthly meetings/trainings | Math Pioneers will disseminate information and share strategies from their district trainings at faculty meetings, early release days, and team meetings. | Principal, Assistant Principal, Math Coach, District Personnel |
Webb's Depth of Knowledge (DOK)	K-5	District Director of Advanced Studies and Gifted Learners	School-wide Instructional Staff	On-going	Students in grades 2 -5 have a DOK resource sheet in their academic binders. Administration will assess use during classroom walk-throughs.	SBLT
Multi-Tiered System of Support (MTSS)	K-5	Intervention Support Specialist (InSS)	School-wide Instructional Staff	Early Release, Common Planning, PLC Meetings	Response to Intervention (RtI) Leadership team will support PLC's and individual teachers as they work through the RtI Process.	Principal, Assistant Principal, InSS
Math Coach meetings	K-5	District Peronnel	Math Coach	Monthly	Math Coach will disseminate information to Team Leaders and share strategies at faculty meetings and early release days.	Principal, Assistant Principal

Mathematics Budget:

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

Student Math Journals	2nd-5th grade math students to document concept development	Internal Funds	$648.00
			Subtotal: $648.00

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
Math Coach	Support for teachers, including coaching cycles, interventions,implementation of common core, including differentiated instruction.	Title 1 Basic FSG Funds	$68,330.00
			Subtotal: $68,330.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $68,978.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students scoring level 3 on the 2013 FCAT in science will increase from 29% (31) to 32% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (31)	32% (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	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM)
	Interactive Learning Strategies and Differentiated Instruction Instructional: Students	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans Collier Teacher Evaluation Model

2	do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.			
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies

Students have inadequate opportunities for reading and writing in all content areas. | Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills. | SBLT | Implement and provide feedback for cross-content area journals/notebooks/exit tickets. Utilize student responses to guide instruction. | Lesson plans

Collier Teacher Evaluation Model |

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:	The percentage of students scoring at levels 4, 5, and 6 in science on the Florida Alternate Assessment will increase from 50% (1) to 55% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	55% (7)

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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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 | SBLT and IEP Team Members | Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions. | Unique Learning System (ULS): Monthly Benchmark Assessments, Unit Checkpoints, and Student Profile Comparisons UNIQUE Goals, Preferences, Skills (GPS)

CTEM |

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

2a. FCAT 2.0: Students scoring at or above

Achievement Level 4 in science. Science Goal #2a:			The percent of students scoring above proficiency (levels 4 and 5) on the 2013 FCAT in science will increase from 18% (19) to 20% (21).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
18% (19)			20% (21)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor Instructional: Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	School Based Leadership Team (SBLT): Principal, Assistant Principal, Math Coach, Reading Coach, Intervention Support Specialist	Check students' level of understanding through discussion and higher-order questioning; adjust instruction based on need. SBLT will analyze trend data from monthly DOK report.	Lesson plans Collier Teacher Evaluation Model (CTEM) PLC meeting notes
2	Interactive Learning Strategies and Differentiated Instruction Instructional: Students do not have opportunities to engage in rigorous accountable talk to show, tell, explain and prove reasoning aligned to the standards.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies. Teachers will be accountable for implementing professional learning.	SBLT	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycles.	Lesson plans CTEM PLC meeting notes
3	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will scaffold support for reading text by incorporating reading strategies with written text dependent responses, ensuring that reading difficulties do not impede progress in developing concepts and skills.	SBLT	Implement and provide feedback for cross-content area notebooks/exit tickets.	Lesson plans CTEM PLC meeting notes
4	Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Students have inadequate opportunities for reading and writing in all content areas.	Teachers will use the DE: Techbook Brief Constructed Responses or Writing Prompt Builder tool to suppport writing.	SBLT	Implement and provide feedback for cross-content area science notebooks/exit tickets.	Lesson plans CTEM PLC meeting notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	The percentage of students scoring at or above achievement level 7 in science on the Florida Alternate

			Assessment will increase from 0% (0) to 10% (1).
Science Goal #2b:			
2012 Current Level of Performance:			2013 Expected Level of Performance:
0% (0)			10% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	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
Lesson Study	5th grade	Dr. Barcellino (principal)	5th grade math and science teachers and instructional resource teacher	Team planning meetings	The leadership team will support the participants as they learn and use the lesson study process.	SBLT

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students achieving proficiency on 2013 FCAT Writing will increase from 67% (72) to 74% (81).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (72)	74% (81)

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	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.	Lesson plans and instruction will reflect differentiated instruction based on careful data analysis.	SBLT	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.	Lesson plans PLC meeting notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students scoring at level 4 in writing on the Florida Alternate Assessment will increase from 33% (1) to 37% (5).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	33% (1)	37% (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	Data-driven planning for instruction is limited, and instructional practices and interventions are not uniform for students working on Florida's Access Points.	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	SBLT and IEP Team Members	Analyze and interpret progress monitoring data collected through assessments to drive instructional decisions.	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
Varying sentence structures to improve sentence fluency	2-5	Reading Coach	All instructional staff members in grades 2-5 will observe our reading coach as she models strategies to improve varied sentence structures.	Teach planning day	Observe writing instruction and monitor student writing portfolios.	SBLT
Written responses to reading with evidence and support from the text	1-5	Reading Coach	All instructional staff members in grades 1-5 will observe our reading coach as she models instruction that will teach students to respond to text.	Common grade level planning	Observe writing instruction and monitor student writing portfolios.	SBLT

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By July 2013, the Average Daily Attendance (ADA) will increase from 95% to 96%. By July 2013, the percentage of students accruing 10 or more days absent in a one year period will decrease by 2%. By July 2013, the percentage of students accruing 10 or more tardies in a one year period will decrease by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24% (230)	22% (165)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15% (123)	13% (98)

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
	Due to economic issues some students may have limited home resources and limited school readiness.	1a.Impress the importance of attendance in school during School Advisory Council meetings and	Assistant Principal, Intervention Support Specialist, and	Run weekly attendance reports and recognize students twice a year for perfect attendance at schoolwide	StudentPass and TERMS (attendance and discipline system)

		family nights. 1b.Attendance incentives through Positive Behavior Support. 1c. MTSS/ PBS team/ Guidance counselor meet to discuss chronic absenteeism and implement individualized interventions.	Guidance counselor.	celebrations. Monthly PBS meetings to review any chronic absenteeism conerns.	
1					

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By July 2013, number of in-school suspension days assigned, and percent of students receiving in-school suspension days will decrease from 3% (25) to 2% (15). By July 2013, number of out-of-school suspension days will be reduced from 1% (5) to 0.5% (4).
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
37	22
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3% (25)	2% (15)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1% (5)	0.5% (4)

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	There is a lack of social norm and self-discipline instruction within our instructional programming.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.	Administration, School Counselor, Instructional Support Specialist	Analyze StudentPass data to target where areas of focus are needed. Implement Multi-Tiered System of Support (MTSS) for individual students in Tier 2 and Tier 3.	Discipline data from StudentPass Data Warehouse

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Lely Elementary School will collaborate with families as full partners in the learning and development of their children by increasing the volunteer hours by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
3,950 hours	3,990 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	A majority of the students are from families of "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time	1a.Serve food at evening events. 1b.Plan teacher/parent conferences to meet all stakeholders' needs. 1c.Provide child-care	Volunteer Coordinator SBLT	Monitor volunteer logs and attendance at conferences and events.	Sign-In Sheets RSVPs to events

events due to child care, transportation, and employment-related issues.	services at parent training events.			

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 and mathematics while incorporating 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	Teachers have not been trained in STEM-focused strategies.	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	School Based Leadership Team (SBLT): Principal, Assistant Principal, Reading Coach, Math Coach, and Intervention Support Specialist.	SBLT will create and utilize a checklist that documents implementation of technology being infused through core curriculum and analyze frequency of usage.	CTEM Lesson Plans
2	Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content.	Provide opportunities for peer modeling of Vernier probes, iPod touch labs, and flip cameras in student directed lessons.	SBLT and Instructional Resource teacher.	SBLT will create and utilize a checklist that documents implementation of technology being infused through core curriculum and analyze frequency of usage.	CTEM Lesson Plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	5th grade	Dr. Barcellino (principal)	5th grade math and science teachers and instructional resource teacher	Team planning meetings	The leadership team will support the participants as they learn and use the lesson study process.	SBLT
Educators will present and/or participate in the Collier County Public Schools 2013 STEM conference.	All grade levels.	Dr. Barcellino (principal)	All instructional staff.	2013	SBLT will create and utilize a checklist that documents implementation of technology being infused in core curriculum and analyze frequency of usage.	SBLT
Instructional Resource (IR) Teacher will participate in professional learning during quarterly meetings and obtain best practices through Edmodo collaboration	All grade levels	Instructional Resource Teacher	Instructional Resource Teacher	Quarterly District Meetings	Conduct walkthroughs and observations and provide feedback to teachers.	SBLT

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)

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

Additional Goal(s)

Community partners, through the donation of time, goods and services, will be established to support the SIP goals. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Community partners, through the donation of time, goods and services, will be established to support the SIP goals. Goal Community partners, through the donation of time, goods and services, will be established to support the SIP goals. Goal #1:	During the 2011/2012 school year, LES will establish, encourage, and foster community partnerships.
2012 Current level:	2013 Expected level:
N/A	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	Current economic conditions may prevent Community Partners from considering a partnership with LES.	Invite local business representatives to a variety of LES activities to build relationships with future Community Partners.	Administration	Number of Community Partners established 2012/2013 school year.	End of school year Community Partner list.

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

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

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

Budget:

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

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

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

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

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

End of Community partners, through the donation of time, goods and services, will be established to support the SIP goals. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Junior Great Books	These resources will challenge our advanced readers as they think critically using complex text.	Internal Funds	$1,000.00
Reading	Informational Text	These resources will allow students to interact with a variety text.	Internal Funds	$1,000.00
Reading	After school tutoring program.	This resource will focus on specific literacy standards for the lowest quartile students in reading for grades 3, 4, and 5.	Title I Basic Allocation	$25,000.00
Reading	Resource teacher	Intervention support for at-risk students.	Title I Basic Allocation	$63,638.00
Mathematics	Student Math Journals	2nd-5th grade math students to document concept development	Internal Funds	$648.00
				Subtotal: $91,286.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Training	The participants will attend the cooperative learning training so their students can interact with new knowledge and deepen their understanding of the content and skills.	Internal Funds	$1,500.00
Reading	Reading coach	Support for teachers, including coaching cycles, interventions,implementation of common core, including differentiated instruction.	Title I Basic FSG Funds	$44,672.00
Mathematics	Math Coach	Support for teachers, including coaching cycles, interventions,implementation of common core, including differentiated instruction.	Title 1 Basic FSG Funds	$68,330.00
				Subtotal: $114,502.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional and miscellaneous supplies.	Copy paper and academic notebooks.	Title I A Funds	$1,500.00
				Subtotal: $1,500.00
				Grand Total: $207,288.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭍ Priority	ꭍ Focus	ꭍ Prevent	ꭍ NA

Are you a reward school: ꭍ Yes ꭍ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Collier School District
LELY ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	66%	46%	53%	247	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	49%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	47% (NO)			111	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					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District
LELY ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	73%	78%	41%	271	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	66%	63%			129	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?	61% (YES)	70% (YES)			131	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested