FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: VETERANS MEMORIAL ELEMENTARY SCHOOL

District Name: Collier

Principal: Dr. Timothy Ferguson

SAC Chair: Diane Moore

Superintendent: Dr. Kamela Patton

Date of School Board Approval: November 9, 2012

Last Modified on: 10/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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)
					Veterans Memorial Elementary - 0521 School Grades Over Years FY08 FY09 FY10 FY11 FY12 School Grade B A B A A Reading meeting standards 81 86 85 81 69 Math meeting standards 83 83 82 80 67 Writing meeting standards 71 87 85 82 70 Science meeting standards 50 59 61 50 49 Reading making gain 61 78 69 67 74 Math making gain 68 71 60 65 79 Reading Lowest 25% gain 49 81 59 55 75 Math Lowest 25% gain 62 78 47 64 75 Graduation Bonus -- NA NA NA NA Total Points 525 623 548 544 558 Graded Students Meeting Standards by Subjects Reading (%) Math (%) Writing (%) Science (%) FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 85 81 82 80 85 82 61 50 White 88 84 87 83 90 84 65 57 Black 68 63 53 47 79 86 20 29 Hispanic 79 73 75 74 77 73 57 37 Indian 100 100 0 100

	Principal	Timothy B. Ferguson	B.S. Early Childhood, Elem. / Special Ed. CMU M.A. Ed. Ldrshp–WMU Ed.D Ed. Ldrshp	7	15	Multi 93 100 80 80 90 100 60 50 Asian 85 79 69 86 50 83 50 33 Pac Islander Lunch 79 70 69 66 80 76 46 40 ESE 100 79 93 82 80 89 40 33 ESOL 67 54 60 57 69 77 50 22 Graded Students Percent By Levels Reading (%) Math (%) Science (%) Levels FY10 FY11 FY10 FY11 FY10 FY11 1 9 11 5 5 14 17 2 10 13 14 14 28 36 3 34 33 32 32 43 32 4 38 33 35 35 12 12 5 9 11 13 13 3 3 Graded Students Writing Percent By Levels Levels FY10 FY11 < 3 8 3 >= 3 92 97 >= 3.5 71 83 >= 4 71 83 >= 5 8 19 Graded Students Gain and Lowest 25% by Subjects Reading Making Gain(%) Math Making Gain (%) Reading Lowest 25% gain (%) Math Lowest 25% gain (%) FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 69 67 60 65 59 55 47 64 White 70 73 65 65 72 62 63 64 Black 53 44 40 69 25 38 14 63 Hispanic 71 51 50 63 52 45 35 63 Indian Multi 73 100 55 67 67 100 0 100 Asian 63 89 38 67 33 67 33 67 Pac Islander Lunch 67 53 54 63 49 45 43 61 ESE 61 51 37 66 53 37 46 69 ESOL 55 60 32 72 43 36 35 67
	Assis Principal	Dana Franklin Riashi	BAE-Elem. ED. Early Childhood and Psychology - UF MS – Ed. Ldrshp.-FGCU	6	4	Veterans Memorial Elementary - 0521 School Grades Over Years FY08 FY09 FY10 FY11 FY12 School Grade B A B A A Reading meeting standards 81 86 85 81 69 Math meeting standards 83 83 82 80 67 Writing meeting standards 71 87 85 82 70 Science meeting standards 50 59 61 50 49 Reading making gain 61 78 69 67 74 Math making gain 68 71 60 65 79 Reading Lowest 25% gain 49 81 59 55 75 Math Lowest 25% gain 62 78 47 64 75 Graduation Bonus -- NA NA NA NA Total Points 525 623 548 544 558 Graded Students Meeting Standards by Subjects Reading (%) Math (%) Writing (%) Science (%) FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 85 81 82 80 85 82 61 50 White 88 84 87 83 90 84 65 57 Black 68 63 53 47 79 86 20 29 Hispanic 79 73 75 74 77 73 57 37 Indian 100 100 0 100 Multi 93 100 80 80 90 100 60 50 Asian 85 79 69 86 50 83 50 33 Pac Islander Lunch 79 70 69 66 80 76 46 40 ESE 100 79 93 82 80 89 40 33 ESOL 67 54 60 57 69 77 50 22 Graded Students Percent By Levels Reading (%) Math (%) Science (%) Levels FY10 FY11 FY10 FY11 FY10 FY11 1 9 11 5 5 14 17 2 10 13 14 14 28 36 3 34 33 32 32 43 32 4 38 33 35 35 12 12 5 9 11 13 13 3 3 Graded Students Writing Percent By Levels Levels FY10 FY11 < 3 8 3 >= 3 92 97 >= 3.5 71 83 >= 4 71 83 >= 5 8 19 Graded Students Gain and Lowest 25% by Subjects Reading Making Gain(%) Math Making Gain (%) Reading Lowest 25% gain (%) Math Lowest 25% gain (%)

					FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 69 67 60 65 59 55 47 64 White 70 73 65 65 72 62 63 64 Black 53 44 40 69 25 38 14 63 Hispanic 71 51 50 63 52 45 35 63 Indian Multi 73 100 55 67 67 100 0 100 Asian 63 89 38 67 33 67 33 67 Pac Islander Lunch 67 53 54 63 49 45 43 61 ESE 61 51 37 66 53 37 46 69 ESOL 55 60 32 72 43 36 35 67

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	Heidi Hudson	BS – Elementary Ed. MA- Reading	6	4	Veterans Memorial Elementary - 0521 School Grades Over Years FY08 FY09 FY10 FY11 FY12 School Grade B A B A A Reading meeting standards 81 86 85 81 69 Math meeting standards 83 83 82 80 67 Writing meeting standards 71 87 85 82 70 Science meeting standards 50 59 61 50 49 Reading making gain 61 78 69 67 74 Math making gain 68 71 60 65 79 Reading Lowest 25% gain 49 81 59 55 75 Math Lowest 25% gain 62 78 47 64 75 Graduation Bonus -- NA NA NA NA Total Points 525 623 548 544 558 Graded Students Meeting Standards by Subjects Reading (%) Math (%) Writing (%) Science (%) FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 85 81 82 80 85 82 61 50 White 88 84 87 83 90 84 65 57 Black 68 63 53 47 79 86 20 29 Hispanic 79 73 75 74 77 73 57 37 Indian 100 100 0 100 Multi 93 100 80 80 90 100 60 50 Asian 85 79 69 86 50 83 50 33 Pac Islander Lunch 79 70 69 66 80 76 46 40 ESE 100 79 93 82 80 89 40 33 ESOL 67 54 60 57 69 77 50 22 Graded Students Percent By Levels Reading (%) Math (%) Science (%) Levels FY10 FY11 FY10 FY11 FY10 FY11 1 9 11 5 5 14 17 2 10 13 14 14 28 36 3 34 33 32 32 43 32 4 38 33 35 35 12 12 5 9 11 13 13 3 3 Graded Students Writing Percent By Levels Levels FY10 FY11 < 3 8 3 >= 3 92 97 >= 3.5 71 83 >= 4 71 83 >= 5 8 19 Graded Students Gain and Lowest 25% by Subjects Reading Making Gain(%) Math Making Gain (%) Reading Lowest 25% gain (%) Math Lowest 25% gain (%) FY10 FY11 FY10 FY11 FY10 FY11 FY10 FY11 Total 69 67 60 65 59 55 47 64 White 70 73 65 65 72 62 63 64 Black 53 44 40 69 25 38 14 63 Hispanic 71 51 50 63 52 45 35 63 Indian Multi 73 100 55 67 67 100 0 100 Asian 63 89 38 67 33 67 33 67

					Pac Islander Lunch 67 53 54 63 49 45 43 61 ESE 61 51 37 66 53 37 46 69 ESOL 55 60 32 72 43 36 35 67

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	1. Established school team teaching instructional model to support the increase knowledge and skill level of all instructional staff.	School based Leadership Team	2012-13 school year / ongoing	
2	2.Weekly sustained professional development activities (45 minutes weekly) for the 2012-13 school-year	School based Leadership Team	2012-13 school year / ongoing	
3	3. Established daily common planning time schedule	School based Leadership Team	2012-13 school year / ongoing	

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
N/A All Staff Meet HQT Requirements	

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
61	3.3%(2)	24.6%(15)	57.4%(35)	14.8%(9)	70.5%(43)	86.9%(53)	11.5%(7)	8.2%(5)	78.7%(48)

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
Stephanie Jonas	Zachary Smith	Team Leader	New Teacher / CTEM
Samantha Senkarik	Kelly Salmons	Co-Teacher	New Teacher / CTEM
Laura Richardson	Kara Schaps	Team Leader	New Teacher/CTEM

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Gina Billi, INSS, Dana Riashi, Assistant Principal, Heidi Hudson, Reading Coach, Jill Davis, Speach and Language Teacher, Ellen

Romano, PBS Coach, Andy Ruben, Guidance Counselor, Phyllis Walters, School Psychologist, Laurie Pozo Inclusion Teacher, Barb Schini, Inclusion Teacher, Nicole Kanny, Inclusion Teacher,

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?

MTSS team works with each of the team leaders/teaching teams to support MTSS interventions. The school based leadership team meets bi-monthly to identify students that need more intensive support and to monitor progress of these students.

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?

MTSS school-based team assisted with analysis of school achievement data and assisted with the identification of students that are in need of additional support and intervention. This team assists teachers in the development of progress monitoring plans. The MTSS team assisted in the development of SIP goals/objectives.

MTSS Implementation

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

The main source of MTSS data is from the district data warehouse and included FCAT data, SAT10, SESAT, district assessments, Collier Writes, PBS data. This information along with teacher made formative assessments are used to determine MTSS needs of students. As this data is analyzed it is determined which students need tier 2 interventions. After tier 2 interventions are implemented the data graph from the students progress monitoring plan is analyzed to determine the rate of progression. If the intervention is not effective it is changed or intensified to tier 3 based on the data from tier 2 interventions as well as previously mentioned data.

Describe the plan to train staff on MTSS.

All instructional staff are provided ongoing training including the completion of MTSS training modules. The team structure provides ongoing training and support for building knowledge and skills in effective classroom instruction, assessment and MTSS interventions. Teachers meet once a week with MTSS team member to provide support and training. The training will include but not be limited to online courses for MTSS and differentiated instruction.

Describe the plan to support MTSS.

The common planning schedule along with the weekly Professional Development time allows for MTSS team to have on-going training from the district as well as other Instructional Support Specialist. Release time is given to MTSS member to participate in monthly PBS training at the district level.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tim Ferguson, Principal, Dana Riashi, Assistant Principal, Heidi Hudson, Reading Coach, Marge Cox, Media Specialist, Nuirka Castro, ELL Contact, Gina Billi, INSS

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

The school-based LLT meets weekly as part of the school's leadership team to address literacy needs of students. The LTT meets with each of the teams monthly as part of a data analysis Professional Learning Community (PLC) to identify intervention strategies and monitor progress.

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

To increase the number of students performing at or above level in reading, to monitor students making learning gains in reading and provide targeted intervention and support strategies to the lowest 25% of identified students in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By FY 2013 we will move 5 students from scoring level 3 to levels 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(112)	26%(107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Quarterly Benchmark Assessments
2	2. Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PMPs, PLC Meeting Notes, Coaching Cycle	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments

		routinely.			
3	3. Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies. Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction to include National Geographic and Discovery Education big books and leveled readers. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Students will be exposed to multiple non-fiction text resources to engage with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Utilize Reading coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District Quarterly Assessments assessments

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By FY 2013 we will increase the number of students that score at or above level 4 on FCAT by 4 percentage points. (9 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(180)	46%(189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional: Lessons do not routinely incorporate 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 and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Coaching cycle, PLC meetings	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		2c. During PLCs, Teachers will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5, in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Utilize reading coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By FY 2013 we will increase the number of students making learning gains by 3 percentage points. (17 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(196)	77%(213)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Instructional Lessons do not routinely incorporate 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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycle, PLC meetings	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,
2	2. Interactive Learning Strategies and Differentiated Instruction- Instructional Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,

		Conferences) are held routinely.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b.Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments, PLC Notes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25%	

making learning gains in reading. Reading Goal #4:	By FY 2013 we will increase the number of students in the lowest 25% making learning gains in reading by 3 percentage points. (5 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(50)	78%(55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards. and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the unit and daily learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Through differentiated instruction and multi-tiered supports	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PMPs	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		utilizing resources such as DI guides in adopted materials. Teacher will scaffold support for meeting high expectations.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 2b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 2c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. (See CTEM alignment.) 3d. Through differentiated instruction and multi-tiered supports, TE will scaffold support for meeting high expectations.	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. PLC Meetings	CTEM, Assessments, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences PLC Notes

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : We will increase the number of students scoring at the proficient level by 6% or greater in reading as evidenced by FCAT 2013.

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.	We will increase the number of students scoring at the proficient level by 4% or greater in reading as evidenced by FCAT 2013.

Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
-White 73%(215) -Black 41%(13) -Hispanic 60%(49) -Asian 83%(10)	-White 76%(211) -Black 47% (16) -Hispanic 64%(51) -Asian 85%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the	Classroom Teachers, Instructional Support,	Utilize content are coaches and coaching cycle, designating time to debrief, discuss	CTEM, FCAT, SAT10, assessments, district/classroom

3	Strategies-Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Leadership Team, Administration	observations and plan for next steps.	based assessments, Standard-Based Progress Reports, Student-Led Conferences

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:	We will increase the number of students scoring at the proficient level by 6% or greater in reading as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(16)	48%(19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical,	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful	Classroom Teachers, Instructional Support, Leadership Team,	conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based

1	independent, and creative thinking.	and aligned to the NGSSS or CCSS. 1b. Teacher will utilize multiple ELL strategies to meet the needs of English language learners, scaffolding support for meeting high expectations.	Administration		assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will utilize multiple ELL strategies to meet the needs of English language learners, scaffolding support for meeting high expectations such as interactive word walls.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/interventions is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies-Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will utilize	Classroom Teachers, Instructional Support, Leadership Team, Administration	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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

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:	We will increase the number of students scoring at the proficient level by 6% or greater in reading as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(22)	48%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction- Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led

3	infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d.Teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			Conferences

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:	We will increase the number of students scoring at the proficient level by 5% or greater in reading as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(54)	51%(62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	2. Interactive Learning Strategies and Differentiated Instruction-2. Instructional:	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting,	Classroom Teachers, Instructional Support, Leadership Team,	Meet with grade level data teams to analyze data from common assessments, determine if	CTEM, FCAT, SAT10, assessments, district/classroom based

	2	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Administration	instructions/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PLC Meeting Notes, PMPs	assessments, Standard-Based Progress Reports, Student-Led Conferences
	3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies-Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teacher use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to	Classroom Teachers, Instructional Support, Leadership Team, Administration	Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps. PLC Meeting Notes	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		remove the barrier.			

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
Instructional Rigor Higher Order Questioning / Depth of Knowledge	K-5	Leadership Team, District C & I support	School-wide	Weekly Team PLCs Weekly PDs Early Dismissal District Inservice Days	I-observation Classroom Observations/walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	School Leadership Team
7 Habits of Highly Effective Signature Training – Leader in Me Leadership Development Program	K-5	Workforce Development Lighthouse Leadership Team	School-wide	Weekly Team PLCs Weekly PDs Early Dismissal District Inservice Days	I-observation Classroom Observations/walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	School Leadership Team
Close Reading and text complexity	K-5	Reading Coach and leadership team	School-wide	Weekly Team PLCs Weekly PDs Early Dismissal District Inservice Days	I-observation Classroom Observations/walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	School Leadership Team
Differentiated Instructional Strategies	K-5	DI Facilitator	School-wide	Weekly Team PLCs Weekly PDs Early Dismissal District Inservice Days	I-observation Classroom Observations /walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	School Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Assessment and progress monitoring.	Scholastic F&P Assessment Kit	Internal Budget	$400.00
Higher Order Questioning for Depth of Knowledge.	Jr. Great Books	Locational Budget	$2,205.77
			Subtotal: $2,605.77
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Leader in Me Teacher Resources	On-line annual subscription to Leader In Me resources	Internal Budget	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Training	Franklin-Covey Leader in Me	Internal Budget	$7,000.00
			Subtotal: $7,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,605.77

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By FY 2013 we increase the number of students scoring proficient in listening and speaking by 4 percentage points. (9 students)
2012 Current Percent of Students Proficient in listening/speaking:	
37%(19)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional Lessons do not routinely incorporate 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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-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	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	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.	Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

	not address individual student needs.	each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held two times a year.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations. 3b. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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:	
2012 Current Percent of Students Proficient in reading:	

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:	
2012 Current Percent of Students Proficient in writing:	

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:	Students scoring level 3 in math on the FCAT will change from 29%(122) to 29%(119).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(122)	29%(119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Instructional Lessons do not routinely incorporate 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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Quarterly Benchmark Assessments
2	2. Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PMPs, PLC Meeting Notes, Coaching Cycle	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments
	3. Informational Text across all Content to	3a. Teachers will scaffold support for	Classroom Teachers,	Utilize Reading coaches and the coaching cycle,	CTEM, Quarterly Assessment

3	Teach Reading and Writing Skills and Strategies-Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b.Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Instructional Support Team, Leadership Team and Administration	designating time to debrief, discuss observations and plan for next steps.	Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District Quarterly assessments
4	3. Informational Text across all Content to Teach Reading and Writing Skills and Strategies-Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies. Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction to include National Geographic and Discovery Education big books and leveled readers. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Students will be exposed to multiple non-fiction text resources to engage with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Utilize Reading coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District Quarterly Assessments assessments

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above level 4 in math will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(160)	42%(172)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional: Lessons do not routinely incorporate 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 and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		levels.			
2	2. Interactive Learning Strategies and Differentiated Instruction- Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. During PLCs, Teachers will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Coaching cycle, PLC meetings	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5, in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will infuse Intertextual Triads into instructional units, scaffolding as needed until students are able to analyze and evaluate multiple texts independently.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Utilize reading coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	3. Use of Informational	3a. Teachers will scaffold	Classroom	Meet with grade level	CTEM, FCAT,

4	Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b.Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Teachers, Team Leaders, Instructional Support Team, Administration	data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in math on FCAT will increase 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(210)	81%(224)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1. Rigor- Instructional Lessons do not routinely incorporate 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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers. Coaching cycle, PLC meetings	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,
2	2. Interactive Learning Strategies and Differentiated Instruction- Instructional Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b.Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	

Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in math on FCAT will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(50)	78%(54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	1a. Teachers will be supported by building coaches and district staff to utilize standards. and Test Item Specifications to determine the level of rigor required for mastery of the standard/benchmark. Teachers will identify the unit and daily learning goal (LG) and scale to incorporate rigorous expectations that include tasks, opportunities for student discourse, and assessments that follow an appropriate level of rigor for each standard/benchmark. 1b. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		achieving the level. During daily guided practice, students will chart their progress toward the goal.			
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Through differentiated instruction and multi-tiered supports utilizing resources such as DI guides in adopted materials. Teacher will scaffold support for meeting high expectations.	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PMPs	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b.Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate.	Classroom Teachers, Leadership Team, Instructional Support Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : We will increase the number of students scoring at the proficient level by 4% or greater in math as evidenced by FCAT 2013.

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:	We will increase the number of students scoring at the proficient level by 4% or greater in math as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
-White 71%(208) -Black 28% (9) -Hispanic 62%(50) -Asian 83%(10)	-White 74%(205) -Black 35% (12) -Hispanic 66%(52) -Asian 85%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teacher will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	3. Use of Informational	3a. Teachers will scaffold	Classroom	Utilize content are	CTEM, FCAT,

3	Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b. Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate	Teachers, Instructional Support, Leadership Team, Administration	coaches and coaching cycle, designating time to debrief, discuss observations and plan for next steps.	SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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:	We will increase the number of students scoring at the proficient level by 7% or greater in math as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(13)	41%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will utilize multiple ELL strategies to meet the needs of English language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Instructional Support, Leadership Team, Administration	conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/interventions is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

	student needs.	parent (Student-Led Conferences) are held routinely. 2c. Teacher will utilize multiple ELL strategies to meet the needs of English language learners, scaffolding support for meeting high expectations such as interactive word walls.			
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3b. Teachers will teach basic approaches to reading math problems to support extracting critical information in problem solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate 3c. Teachers will utilize multiple ELL strategies to meet the needs of second language learners, scaffolding support for meeting high expectations.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/interventions is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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:	We will increase the number of students scoring at the proficient level by 5% or greater in math as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(26)	54%(25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor- Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	1a. Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS. 1b. Teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading	Classroom Teachers, Instructional Support, Leadership Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led

		skills(differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.			Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills (differentiated materials/instruction). Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. Teacher will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3c. Teachers will accommodate/adapt classroom work to be consistent with IEP goals, working in small group or individually with students to support improved reading skills(differentiated materials/instruction) . Provide lesson plans in a central database (Angel) to increase ESE teacher remediation/differentiation/accommodation opportunities in daily instructional practices.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

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:	We will increase the number of students scoring at the proficient level by 5% or greater in math as evidenced by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(56)	53%(64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Rigor-	1a. Teachers will plan for	Classroom	Conduct walkthroughs	CTEM, FCAT,

1	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	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 maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, TE will identify appropriate differentiated instructional strategies to remove the barrier.	Teachers, Instructional Support, Leadership Team, Administration	and observations and provide specific feedback to teachers.	SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
2	2. Interactive Learning Strategies and Differentiated Instruction-2. 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.	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. Teacher will maintain data by sub-group in order to identify issues specific to the risk-factors associated with the sub-group. As data uncovers specific barriers to closing the achievement gap, Teachers will identify appropriate differentiated instructional strategies to remove the barrier.	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instructions/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PLC Meeting Notes, PMPs	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Maintain high expectations for all students to participate in collaborative activities and to appropriately fulfill specified role within groups. 3b. TE will scaffold support for reading math text by incorporating reading strategies in text-based math problems, ensuring that reading difficulties do not impede progress in developing math concepts and skills. 3c. TE will teach basic approaches to reading math problems to support extracting critical information in problem	Classroom Teachers, Instructional Support, Leadership Team, Administration	Meet with grade level data teams to analyze data from common assessments, determine if instructions/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		solving will incorporate mathematical concepts into lesson plans and instruction in other content areas, as appropriate			

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
Follow-up/ongoing math strategies training to include quarterly Pioneer Math Trainings for pioneer teachers in grade bands K-1, 2-3, and 4-5	K-5	Math POC (Pioneer Teachers) District LSS Leadership Team	School-wide	Weekly Team PLCs, Weekly PDs Early Dismissal Days Staff Development Days	PLC Team Minutes, PD Sign-Ins/Agendas, Classroom Walkthroughs, Increased student performance and engagement measures	Leadership Team, Classroom Teachers, Administration
Increased communication strategies to involve and engage parents	K-5	Leadership Team, Math POC, Instructional Teams	School-wide	WEekly Communication Home Online Learning, Student-Led Conferences	School website, Parent letters, Documented Teacher conference, Parent Sign-ins	Leadership Team, Classroom Teachers, Administration
Differentiated Instructional Strategies to support math instruction	K-5	DI Facilitator, Leadership Team	School-wide	Weekly Team PLCs, Weekly PDs, Early Dismissal Days, Staff DevelopmentDays	PLC Team Minutes, PD Sign-ins/agendas, Classroom Walkthroughs, Increased student performance and engagement measures	Leadership Team, Classroom Teachers, Administration

Mathematics Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By FY 2013 we will increase the number of students that score proficient on the FCAT in science by 4 percentage points. (10 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(51)	40%(61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional Lessons do not routinely incorporate 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. Utilizing scale, ensure understanding of knowledge and actions necessary to demonstrate mastery of the standard/ benchmark. All students identify an achievement level on the scale and specific actions for achieving the level. During daily guided practice, students will chart their progress toward the goal.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Quarterly Benchmark Assessments
2	2. Interactive Learning Strategies and Differentiated Instruction-Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and	2a. Professional Learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. PMPs, PLC Meeting Notes, Coaching Cycle	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments

	enrichment are not driven by data and do not address individual student needs.	chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely.			
3	3. Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies. Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction to include National Geographic and Discovery Education big books and leveled readers. Using the close reading model (gr. K-5), in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Students will be exposed to multiple non-fiction text resources to engage with during a unit of study or theme to include the variety of available resources embedded in adopted instructional materials.	Classroom Teachers, Instructional Support Team, Leadership Team and Administration	Utilize Reading coaches and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, Quarterly Assessment Data-FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District Quarterly Assessments assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By FY 2013 we will increase the number of students that score level 4 or 5 on the FCAT in science by 1 percentage point. (3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(17)	13%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Rigor-Instructional: Lessons do not routinely incorporate 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 and re-reading of complex texts. Questions should be designed in such a way as to lead students into strategic and extended thinking to match the level of rigor appropriate to the standard/benchmark and providing evidence of mastery at exemplary levels.	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
	2. Interactive Learning Strategies and	2a. Professional Learning Communities	Classroom Teachers, Team	Meet with grade level data teams to analyze	CTEM, FCAT, SAT10,

2	Differentiated Instruction- 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.	will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 2b. School-level data chats: administrator to teacher or team (2x each month); teacher to student (a minimum of 1x quarterly); student to parent (Student-Led Conferences) are held routinely. 2c. During PLCs, Teachers will triangulate data to determine appropriate opportunities for extension and acceleration to enrich/extend the level of student comprehension.	Leaders, Instructional Support Team, Administration	data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring. Coaching cycle, PLC meetings	assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies- Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension strategies.	3a. Teachers will utilize a minimum of 50% non-fiction/informational text for instruction. Using the close reading model (gr. K-5, in grades K-2 through Read-Alouds and in grades 3-5 with intertextual triads, students will build analytic and evaluative thinking and comprehension strategies. 3b. Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in the use of the close reading model and intertextual triads. Teachers will be accountable for implementing professional learnings. 3c. Teachers use of close reading and intertextual triads across all content will be monitored through CTEM classroom observations and study of lesson plans. 3d. Teachers will infuse Intertextual Triads into instructional units, scaffolding as needed	Classroom Teachers, Team Leaders, Instructional Support Team, Administration	Utilize reading coach and the coaching cycle, designating time to debrief, discuss observations and plan for next steps.	CTEM, FCAT, SAT10, assessments, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences

		until students are able to analyze and evaluate multiple texts independently.			

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Training to include 5E model, science notebooks, hands-on science experiments every 1-2 weeks	K-5	Science POCs and district resources	Instructional Staff	Weekly team PLCs, Weekly PD, ERDay, staff development days	PLC team minutes, PLC team sign ins, CTEM observations and walkthroughs, increase student engagement measures	Leadership Team. classroom teachers and administration

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:	By FY 2013 we will increase the number of students that score level 3 or higher by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(107)	77%(103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Interactive Learning Strategies and Differentiated Instruction Instructional: Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	1a. To develop strategic and extended thinking in regard to student writing, Teachers will provide opportunities for peer evaluation of students' writing based on the writing rubric. Students will be accountable for defending their thinking based on specific examples from the writing and their understanding of expectations for quality writing, providing recommendations for improving the writing. 1b. In all content areas when assessing student responses, check for proper capitalization of the	Classroom Teachers, Team Leaders, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring	CTEM, Quarterly Writing Assessment Data-FCAT, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,

		first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 1c. As evidence of strategic and extended thinking in writing, Teachers will hold students accountable for producing a written analysis of multiple genres of thematically connected texts a minimum of six times per year. In K-1 classrooms the process will be implemented through Read-Alouds.			
2	2. Rigor-Instructional: Lessons do not routinely incorporate tasks, opportunities for student discourse and assessments that follow an appropriate level of rigor for each standard/ benchmark.	2a. To ensure rigorous expectations for student writing, a minimum of 50% of student writing will be content-based written responses to multiple texts and demonstrate thinking skills appropriate to levels 3 or 4 of Webb's DOK. 2b. In all content areas when assessing student responses, check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence. 2c. To ensure rigorous expectations for student writing, Baseline, End of Quarter 1, End of Quarter 2, and EOY writing assessments will be administered with opportunity for and focus on revision based on teacher feedback.	Classroom Teachers, Team Leaders, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers. Meet with grade level data teams to analyze data from common assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring	CTEM, Quarterly Writing Assessment Data-FCAT, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District Quarterly assessments,
3	3. Use of Informational Text across all Content to Teach Reading and Writing Skills and Strategies Instructional: Instruction infrequently utilizes both fiction and non-fiction texts to build analytic and evaluative thinking and comprehension	3a. Synthesize complex ideas from multiple genres of thematically connected texts, citing sources to substantiate established claims and introduce and refute counter-arguments. 3b. In all content areas when assessing student responses,	Classroom Teachers, Team Leaders, Administration	Conduct walkthroughs and observations and provide specific feedback to teachers. 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	CTEM, Quarterly Writing Assessment Data-FCAT, district/classroom based assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/Districtformative assessments,

	strategies.	check for proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a complete sentence.		meetings to reflect data monitoring	

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:	By FY 2013 we will increase the number of students scoring at level 4 or higher on FCAT writing by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(25)	18%(24)

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Follow-up/ongoing writing strategies training and state expectations and rubrics	K-5	Reading Coach, Administration, District Resources	All Staff	Early Release Days, Weekly PDs, Staff Development Days, Weekly PLCs	I-observation Classroom Observations/walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	School Leadership Team

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By FY 2013 we will increase our current attendance rate by 1 percentage point. We will decrease our # of students that have excessive absences by 1 percentage point and decrease the # of students that have excessive tardies by 1 percentage point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
23%(223)	22%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6%(53)	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	1. Lack of communication of state/district/schoolpolicies regarding attendance	1a. Teachers will monitor and report excessive absences/tardies/early dismissals immediately 1b. Guidance will run monthly attendance reports and conference with parents of truant students and following	Classroom Teachers, Leadership Team, Administration	We will monitor attendance reports monthly through TERMS and Student Pass.	Students daily attendance record, PLC meeting notes, MTSS minutes, Conference notes, Student Pass

		district attendance guidelines 1c. Students with excessive absences/tardies/early dismissals will advance through MTSS team to solve problem.			

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
Teachers and Staff will have training in how to communicate Attendance Policies and Procedures	K-5	Administration, Leadership Team	Classroom Teachers	Weekly PLC meetings	Analyze attendance data in Student Pass, TERMS attendance records, Student Progress Reports	Classroom teachers, Leadership Team, Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By FY 2013 our total number of in-school or out of school suspensions will stay at 0% with no students be suspended.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0%	0%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0%	0%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0%	0%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0%	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Teachers lack knowledge and skill in the area of student behavior management.	1a. Teachers will learn multiple behavior management strategies for students including those students with special needs.	District Behavior Specialist and School Psychologist,Administration, Guidance Counselor	We will monitor # of referrals monthly and analyze by problem area, teacher, gender etc.	Student Pass referral records, Positive Behavior Support Incentives

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
School-wide recognition of positive behavior	Positive Behavior Support incentives	Internal	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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.*	Increase the number of parents participating in student led conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75%(652)	80%(664)

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 lack the knowledge and skill to create meaningful and productive relationships with teachers and the school community.	1a. Teachers will participate in training for effective parent communication strategies. 1b. Teachers will include families as participants in school	Leadership Team, Administration, Classroom Teachers	We will monitor family participation in school activities and events.	Parent sign ins, Teacher surveys of parent participation, parent surveys

1		decisions, and develop parent leaders and representatives. 1c. Staff will coordinate resources and services from the community for families students, and the school, and provide services to the community.			
2	2. Parents lack the knowledge and skill to create meaningful and productive relationships with teachers and the school community.	2a. Parenting- teachers assist families with parenting skills and setting hope conditions to support children as students. Also assist schools to better understand families. 2b. Volunteering- Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations at various times. 2c. Teachers will involve families with their children on homework and other curriculum-related activities and decisions.	Leadership Team, Administration, Classroom Teachers	We will monitor family participation in school activities and events.	Parent sign ins, Teacher surveys of parent participation, parent surveys

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:	Increase in the number of classrooms participating in hands on science lab providing additional support for STEM learning. Classroom teachers will receive training on integrated inquiry based teaching of STEM concepts. These skills include technology content that includes the use of tools for enhancing teaching and learning science, engineering and mathematics, i.e., designing authentic projects, inquiry-based, project-based instruction that encourages innovations, inventions and applications.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many teachers do not understand the connection of STEM to a specific content and may be resistant to incorporating STEM skills and strategies into their content	Provide meaningful professional learning that effectively models STEM skills and strategies and builds collaborative PLCs for the purpose of infusing these skills and strategies across all content	Classroom Teachers, Leadership Team, Administration	Meet with grade level data teams to analyze data from common science assessments, determine if instruction/intervention is working and adjust instruction if needed. Maintain minutes of meetings to reflect data monitoring.	CTEM, Quarterly Assessment Data-FCAT, assessments, Standard-Based Progress Reports, Student-Led Conferences Teacher/District quarterly assessments,

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

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

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

in professional learning during quarterly meeating and obtain best practices through Edmodo collaboraton.	All K-5 Teachers including related arts.	Science POC, District Science Coordinator	All K-5 Teachers and Related Arts teachers.	Weekly Tuesday PDs, Early Release Days, Staff Development Days, Weekly PLCs	I-observation Classroom Observations/walkthroughs Unit/Lesson Plans Lesson Study Student Work Samples Increased Student Achievement/Engagement	Site-Based Administrators
Educators will present and/or participate in the CCPS STEM conference	All teachers	teachers	school-wide	annually	Classroom observations, PLC meetings, PD	Site-Based Administrators,

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Assessment and progress monitoring.	Scholastic F&P Assessment Kit	Internal Budget	$400.00
Reading	Higher Order Questioning for Depth of Knowledge.	Jr. Great Books	Locational Budget	$2,205.77
Suspension	School-wide recognition of positive behavior	Positive Behavior Support incentives	Internal	$1,000.00
				Subtotal: $3,605.77
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leader in Me Teacher Resources	On-line annual subscription to Leader In Me resources	Internal Budget	$1,000.00
				Subtotal: $1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff Training	Franklin-Covey Leader in Me	Internal Budget	$7,000.00
				Subtotal: $7,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $11,605.77

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

Rollover SAC monies will be used for School Improvement activities, such as Leader in Me implementation.	$794.81

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

1. School-wide strategies to support increased instructional rigor and relevance in the classroom.
2. Continued efforts to effectively integrate and utilize technology as an instructional strategy to increase student engagement, depth of knowledge and achievement.
3. Implementation of the “Leader in Me” leadership development for students in home and school settings.
4. Implement school-wide Parent/Community Involvement Policy to support increased parent/community engagement.
5. Expand opportunities for increased staff skills in designing high quality engaging work for all students through curriculum integration and inquiry learning.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Collier School District
VETERANS MEMORIAL ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	82%	50%	293	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	67%	65%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	64% (YES)			119	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					544	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District
VETERANS MEMORIAL ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	82%	85%	61%	313	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	60%			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?	59% (YES)	47% (NO)			106	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					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested